DOCUMENT RESUME

ED 116 621 IR 002 832

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TITLE	The Mott Citizens Advisory Committee, Its Information Environment, and Its Effect Upon the Mott Branch Library and the Community It Serves. The Reflections, Evaluations, and Recommendations of One Community Information Specialist.
INSTITUTION	Toledo Univ., Ohio. Dept. of Library and Information Services.
PUB DATE	Mar 75
NOTE	164p.; Master's Thesis, University of Toledo
EDRS PRICE	MF-$0.76 HC-$8.24 Plus Postage
DESCRIPTORS	Community Information Services; *Community Role; *Disadvantaged Groups; Library Education; Library Programs; Library Role; Library Services; *Public Libraries; Questionnaires; *Use Studies
IDENTIFIERS	*Mott Public Library; Ohio (Toledo)

ABSTRACT

The socioeconomic makeup of the community served by the Mott Public Library, Toledo, Ohio is described in detail. An account of the library's services and programs, in connection with their "disadvantaged" patrons, as well as the author's personal difficulties in establishing a citizens' advisory committee and an unsuccessful branch information referral service, is included. (WR)

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ED116621

A Thesis

entitled

THE MOTT CITIZENS ADVISORY COMMITTEE, ITS INFORMATION ENVIRONMENT, AND ITS EFFECT UPON THE MOTT BRANCH LIBRARY AND THE COMMUNITY IT SERVES. THE REFLECTIONS, EVALUATIONS, AND RECOMMENDATIONS OF ONE COMMUNITY INFORMATION SPECIALIST

by

Frederick Delano Price

as partial fulfillment of the requirements of
Masters Degree in
Library and Information Services

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Douglas L. Zweizig, Chairman

Dean of the Graduate School

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The University of Toledo
March 1975

IR 002 832

MASTER
THESIS

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Chapter 1

INTRODUCTION

Today when one uses the terms "community," "information," and "specialist," the topic of discussion might be organized crime, biology, computers, or a myriad of subjects. And, when one hears the three terms together, as in "community information specialist," one's thoughts may well turn to the clandestine and dramatic exploits of a John Shaft or a James Bond. It seems then that any work dealing with any one, or any combination, of these terms must necessarily include a set of ground rules.

Hence, my definition of the role of a Community Information Specialist (CIS) is the focal point of the introduction to this work. The emphasis will be on the part a CIS might play on a voluntary community-based and community-oriented advisory council of a branch library or other social agency. The discussion derives principally from experiences gained during my internship with the Toledo-Lucas County Public Library (T-LCPL) and knowledge gained during my matriculation in the Department of Library and Information Services, The University of Toledo.

During my internship, most of my activity revolved around Mott Branch Library of T-LCPL and its voluntary community advisory council. Not only will the definition advanced herein be general, but will probably also reflect some of the special needs of this group. Hopefully though, many of the functions (or potential functions) of a CIS discussed will be regarded as useful--indeed necessary--in the operation of any community-oriented organization.

There are, however, several notions that are basic to understanding what is actually meant by a CIS. Among these are the concepts of "community" and of "information," hence, of "community information." As used in this thesis, their meanings are perhaps slightly different from their traditional interpretations. For example, Webster's New International Dictionary defines community as:

> 1. A body of people having common organization as interests, or living in the same place under the same laws and regulations; as 'community' of monks. Hence, an assemblage of animals or plants living in a common home, under similar conditions of environment, or with some apparent association of interest. 2. Society at large; a commonwealth or state; a body politic . . . restrictedly, the people of a particular place or region, as a town, village or neighborhood. . . ."

There are more specialized definitions of a community, however, particularly in the biological and social sciences. For example, some sociologists have defined a community as "a social system and social structure reflecting the behavioral norms and values of a group within a common geographic area . . . functionally interdependent with individuals and groups contributing to the permanence of its structure." (Smith and Zietz, 1970)

Still another defines community as "a functionally related aggregate of people living in a particular geographical locality at a particular time, who share a common culture, are arranged in a social structure, and exhibit an awareness of their uniqueness and separate identity as a group"(Mercer and Wanderer, 1970). This last definition, on the face, seems to be more complete and more consistent with the meaning accorded "community" in this work. It listed the following as criteria for a community: a geographic arena, existence in time, a culture more or less commonly shared, a social system and a social structure, functional interdependence, and an identity (Mercer and Wanderer, 1970). It is my feeling that an aggregate of people which satisfy any of the above criteria should constitute a community. In addition, there are other characteristics by which a community could be determined and identified, e.g., a common suffering or a common need; discrimination and/or disenfranchisement due to race, religion, sex, political conviction, or economic status; or, common employment. Existing communities could be further delineated by some of these characteristics or by many other, ever more nebulous qualities--the list would continue indefinitely. However, the problem would not be to list all the possible qualities but to recognize them and the communities so divided, in order to identify and meet their needs. Also, within this framework, perhaps more so than in others mentioned, it is possible to conceive of and deal with "communities within communities," "communities without communities" and communities which transcend traditional bounds, as well as those of a more conventional nature.

An example of a "community within a community" could be demonstrated by the senior citizens of a particular community. These members of the community would likely have most of the characteristics of the larger community and yet have qualities, problems, etc., which would be unique to themselves as a group. The concept of "within" can be further contrasted with "without" when one recognizes the fact that everyone will or aims to get old someday. That is, what separates the community "within" from the larger community is an "honorable" difference or a characteristic that everybody looks forward to attaining.

Whereas, the differences between the larger community and the "community without" are primarily sources of ridicule, maltreatment, and dishonor for the "community without." These are differences which no one looks forward to attaining and no one wishes for. A dramatic case of a "community without" is community formed by inmates of a prison or by patients in a mental health institution--they are separated from the larger community by walls of concrete and steel. Some other "communities without" have barriers which are less tangible, but no less effective, e.g., the Black Community, the poor, Chicanos, and paroled ex-prisoners. Yet, these all form communities with their own special needs, cultures, etc.

A practical example of a community which crosses traditional community bounds is a group of people, who have a common place of employment--this community is composed of people of varied backgrounds, occupations, goals, races, but still have some important things in common. This kind of community demonstrates what must be a necessary consequence of the definition--that is, no communities are totally disjoint.

A possible consequence of a definition or model of "community" or some similar term which ignores some differences within the same group is that some people in these groups have been unreached by special services;and,the irony of it is that those services (new and increased ones) are often purportedly aimed at them. If one assumes a potentially useful service and commitment at every level of administration of the service (an effective delivery system, no discrimination in delivery, staff willingness to serve, total availability of goods, and the necessary financial base), it seems incredible that many who need the service would not be reached, as is often the case. (For example, the poor in America have been defined many times many ways--yet each time special services are directed to them, many of the real poor do not reap any benefit.)

The inability of these people to reach those who need their services might arise from several sources. Two of the possible causes are related to the concepts of community and of information, and are themselves somewhat related. With respect to community, the problem might well be one of identification, (the servers not really knowing the target community or perhaps the server not being able to identify and use an effective means of notifying people that the service exists) and/or self-identification (people in the community not knowing that they are "the ones" who qualify for the service). Both phases of this identification problem may also be regarded as problems of information, or of lack of information. Then "information," like "community," must have more than one aspect, as is evidenced by the fact that both phases of this identification problem could be attributed to it.

So, it seems necessary to explain and to detail exactly what is meant by information or what qualifies as information, and to give its dimensions. It is possible to perform for "information" an analysis in which its meanings could be discussed and contrasted by its areas of relevance (e.g., computer technology, law, and information theory), similar to the one done for "community."

Instead, it should be sufficient to define "information" for the purposes of this thesis. "Information" is used here to describe a two-level good--it is product and process together. Information is composed of all of the following: the recognition of a need or desire for some facts or knowledge; the relevant facts or knowledge; and, the seeking, transmission, and reception of these facts and their use in the decision-making process. This definition assumes a potential user in a "purposeful state" (that is, one with a definite purpose or need to fulfill) and the existence of the necessary facts or knowledge in some form. Further, contrary to the usual connotation of "information," this definition stipulates that in order for facts or knowledge to be "information," they must be sought, transmitted, received in some usable form, and used by someone to some end. If any of these operations on the facts or knowledge is lacking, then "information" has not occurred.

In light of this definition, it is conceivable how the two phases of the identification problem mentioned above could be regarded as problems of information, or of the lack of it. First, from the point of view of the "server," the existence of the service would be proof of the recognition of the perceived need for it, and the existence and availability of the service would be the "relevant facts or knowledge." Then, the problem might stem from the "transmission" component of the information process. For example, an agency which has valuable services for the "poor" might use television broadcasting as the most important ingredient in its publicity campaign, whereas many of the "poor" might not have televisions or those, who do, might not watch the stations used.

With respect to those to be served, the problem could arise from any level of the information scheme. Those to be served may see their needs as different from what they are perceived to be and, hence, feel the services to be irrelevant. It is also possible that the methods by which these people seek, transmit, receive, or use knowledge may not mesh completely with those to which the "server" is appealing. In fact, for information to occur at all between two parties, it is necessary that the sender (the "server" above) appeal through the "information environment" of the receiver (those to whom the knowledge or facts were directed--above, those to be served).

The term "information environment," describes the kinds of and the nature of the facts or knowledge a person or group of people need, or perceive themselves to need. In addition, it refers to the methods by which these facts or knowledge are sought, transmitted, received, and used in the decision-making process, and the circumstances surrounding these activities.

A "community information specialist" (CIS) then is a person who meets the "information" needs of a "community," consistent with the parameters defined by the "information environment" of that community." Examples of such parameters are the language requirements of the community, what forms of media they use, what skills they possess, and their priorities and goals. Further, a CIS must be able to appraise the information environment of the community; to assess to the extent necessary the information needs of the community; to evaluate the knowledge sought as to its potential for meeting those needs and, if necessary, to recommend alternatives; to formulate and perform effective search procedures for obtaining the necessary facts; to put those facts into some form in which they could be understood and used; and, to make such facts known to the community.

This is an extremely ambitious slate of duties for any community information specialist or specialists, and their staffs to perform; it is solely intended to list some types of activities in which a CIS could be professionally engaged. In this sense, then, this list is not designed to be exhaustive nor is it intended to limit the professional spheres of the CIS. Evidence of this fact can be readily seen when one considers what role a CIS might play in a community-based and/or community-oriented social agency or organization.

When a CIS works for such an agency or organization, his role may assume many additional dimensions. The community information specialist might be responsible for the maintenance of the "internal information system" of the organization. That is, he may be responsible not only for obtaining the information necessary for the operation of the agency, but also for the organization, storage, and dissemination of such in-house information within the organization. (This looms as a particularly large potential function for a CIS working within an industrial organization.)

Working for a community-oriented social organization, the CIS might also be engaged in liasion operations between the organization and its sources (particularly funding or informational) or between the organization and its clientele. These would be especially valuable services and they would be within the professional domain of a CIS. These services of the CIS could be regarded as the maintenance and operation of an "external information system."

With respect to the relationship between the organization and its sources, the CIS could be a principal in explaining how and why the agency had met (or not met) all of its objectives and/or how its services had been received and used by the community. It would seem that the CIS would be an important cog in any such operation because he would likely be involved in every phase of the services from ascertaining the need for such a service to the evaluation of its effectiveness. The CIS would also be the one responsible for the organization, storage, retrieval, and transfer of any information related to the service. This includes that information connected with in-house preparation to make the service possible.

In regards to the connection between the organization and its clientele (or the "community"), the CIS might have several very large responsibilities. In addition to those functions mentioned above as rationale for the CIS to be part of the other liaison operation, the specialist's other functions might be dissemination of information as to the existence and availability of the service. The specialist could also be a receiver for community input into the operation and administration of the service. Along these lines, another very valuable operation in which a CIS might be involved is the evaluation process, and the redirection and restructuring of the service.

In all these functions relating to the community, it would be most important that the CIS be able to address, deal with, and deal within the information environment of the community. Further, this exemplifies demands on the CIS which are outside of the realm of traditional education and reflect a more subjective and personal side of the CIS, not usually associated with skills. Some examples of related requisites for a CIS to perform in these capacities are commitment to the community to be served, rapport with the people of the community, open-mindedness, honesty, and empathy with the community. A CIS should also have knowledge of the goals and purposes of the agency or organization and its reputation within that community. This side of the CIS takes on even more importance if the specialist is not a person with whom the community can readily identify. Sometimes, however, the circumstances might even be such as to dictate that the CIS (or the person acting in the place of the CIS) be a member of that community; this is as it should be.

The acuteness and importance of this side of the CIS can be seen particularly clearly if the CIS is working within the context of a voluntary community advisory council for a social agency or organization. Here much of the importance given these personal requisites stems from the nature of a "voluntary community advisory council" itself. Such a council is not generally an elected body of officials, chosen to represent the community. Community advisory councils generally consist of a few interested people from the community, people with some expertise in the area, often not from the community (but usually chosen by someone), and representatives from the sponsoring agency or organization. The only real obligation or contract between the advisory council and the community is a moral one, unless that agency or organization receives substantial support from the community. Voluntary community advisory councils are often the subject of much suspicion in many communities, because they are often seen as mere extensions of the respective systems. Therefore, a popular feeling towards them is indifference, because "those people" will do what they want anyway. Hence, the authority of a voluntary community advisory council of a social agency or organization with a service which affects many is, and should be, a matter of deep concern. And, the effectiveness of the council is probably a function of the reputation of the sponsoring agency and community feelings towards it.

So, a CIS working on such a council for a social agency or organization must make several important appraisals or he may sometimes find himself in a position untenable for several reasons. Many of these judgments are very personal to the specialist--that is, they involve considerations in the realm of the community and the specialist; and, the advisory council and the specialist. What also makes them so very personal is that these are considerations **"on self, by self."**

In the community-specialist relationship the specialist must be committed to making the necessary information (pro and con) available to the community so that the community may best make impending decisions, regardless of the personal sway of the CIS. The specialist must learn to divorce his own feelings from the desires and needs of the community. This is especially important when the community's decisions are not consistent with what the specialist might recommend. So, the job requires the ability to remove oneself and one's own persuasion from the information to some degree--this is particularly difficult to do when the specialist feels a deep commitment to the community, and even more so, when the specialist is from the community. This may at first seem contradictory to some things mentioned above in the context of a CIS being a member of the community he serves (See page 10, paragraph 1). On one hand, it is seen that I strongly favor intimate ties (philosophical, physical, and/or otherwise) between the CIS and the community he serves--even to the extent of the CIS being a member of the community if necessary. While, at the same time, I am saying in this paragraph that the CIS must be able to separate his own affect and sway from the information; this is necessary to avoid the possible conscious or unconscious distortion and manipulation of information essential to the community. At its best, this distortion would result in a situation not much unlike the "benevolent despotiom" of earlier European nations in which situation the CIS would give to the community whatever information he felt best for the community. At the other extreme, I see the ability to bias information (inadvertently or purposely, with malice or good intent) as a source of information control which could lead to control through information. So then, why must a CIS have strong intimate bonds with the community when these bonds,it seems, would just make it even more difficult for the CIS to remove himself?

I see this situation not as the essence of the argument for the contradiction,but as the essence of the necessity for the intricate multiple character of information and the need for a no less capable, committed and flexible CIS. It must be understood that the CIS to be ultimately effective, must elicit even the most closely held needs or problems of individuals or organizations and to understand and translate them into "information needs" where possible. In order to do this task regularly, the CIS must have great rapport with the community and must be able to generate the confidence of both residents and organizations. The kind of "attachment" to the community by the CIS, and the extent to which it is necessary, is determined by the nature of the needs or problems of seekers and potential seekers. It would, therefore, seem that the need for intimate ties with the community and considerable understanding, rapport, etc. is substantiated. Then, in his commitment, even for a CIS convinced that the potential information user is making a bad decision on a course of action, the CIS would not slant the information to his own way of thinking, but would feel a compulsion to advise the user of alternatives and consequences.

Further, in order to perform well in the community-specialist area, the CIS must have the same personal attributes mentioned above as "related requisites" for a CIS to be the liaison between a social agency or organization and the community.

With respect to the agency-specialist sphere, it seems that the most important area would be that of the agency's honesty in its commitment to accept input from the community in its operation and to institute changes in policy as indicated by the community. In addition, the specialist would have to gauge the agency's capabilities of fulfilling those promises. The specialist would also need to know what the working relationship between the agency and the advisory council is; that is, will the agency accept the recommendations and support of the council as the "recommendation and support of the community?"

Perhaps, in the advisory council-specialist relationship, the need for a clear definition of what role the CIS is to play is most evident. Of the three areas, it is the one where the CIS would probably have the most contact (with regular and special meetings, sub-committees, etc.). It is here that most of the ideas and recommendations come to the fore. It is here that the feelings of the community are brought, gathered, discussed, and synthesized and recommendations to the agency are made on these bases.

In this sphere, perhaps more than in the others, the CIS must be aware that he is involved in three way communication--among the community, the advisory council, and the agency and so the communication line is not an open one where everyone in every group has a direct line with everyone else. The typical communication is essentially as depicted in the figure below. (See Figure 1, in which figure the solid arrows represent lines of direct communication. The broken ones indicate an indirect line of communication discussed further in Chapter 4.)

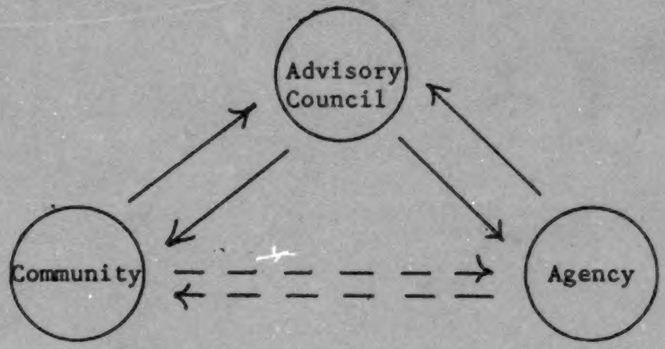

Figure 1

Important problems which must be taken under consideration in this communication system are the time-lag and the distortion resulting from this process. These problems are two-way phenomena; that is, they occur whether the communication originates from the community or from the sponsoring agency. These communication problems point to another area of concern for the CIS since the purpose of this communication is largely the transfer of information. But, even more basic than just the transfer of information, it calls attention to the fact that the advisory council itself has an information environment.

This means, then, for a CIS working in a community advisory council to be ultimately useful, the specialist must be aware of the three separate information environments and must be able to address, deal with, and deal within them to the extent necessary. Further, it is the duty of the CIS to facilitate exchange among the three environments and within the information environment of the advisory council itself. It is the aim of the specialist to make the council a more efficient information receiver, processor, and sender and, also, to improve the internal information system of the council. Therefore, the success of a CIS working on a voluntary community advisory council is a measure of the specialist's ability to perform in these capacities.

It seems necessary here to present a concise statement of the definition of a CIS in terms of the special language defined above (e.g., information, information environment, and community). It is especially essential here to emphasize that this is the definition of a CIS which will be assumed throughout this thesis. The definition of a CIS is as follows:

A "community information specialist" (CIS) is a person who meets the "information" needs of a "community" consistent with the parameters defined by the "information environment" of that community. The role of the CIS requires the CIS to be able to appraise the information environment of the community; to assess to the extent necessary the information needs of the community; to evaluate the knowledge sought as to its potential for meeting those needs and, if necessary, to recommend alternatives; to formulate and perform effective search procedures for obtaining the necessary facts; to put those facts into some form in which they could be understood and used; and, to make such facts known to the community.

It is plain to see how important it is to a CIS that he know the community and things peculiar to the community well. In this next chapter, I will describe some of the socio-economic conditions of the community which Mott Branch and the Mott Citizens Advisory Committee (the MCAC) serve. Further, I will discuss some of the inbred problems and peculiarities of the community (e.g., the plethora of social agencies, the ineffectual information transfer, etc.). But, I will also try to shed some light upon the more positive aspects of this community. So, the following chapter will revolve around a total description of this community, perhaps more complete than most I have seen.

Chapter 2

THE COMMUNITY

The community to be considered in this thesis is composed of the residents of the Mott Branch service area. According to information I received from the extension office of the T-LCPL, this area has been defined principally as United States census tracts 25, 26, 31, 32, 33, 35 and 36. An excerpt from a report prepared by the Toledo Lucas County Plans Commission indicates, however, that they do recognize a secondary service area also. This secondary service area is described as the considerable proportions of residents who are library users in census tracts 22, 14, 24.02, and 67 who patronize Mott Branch (See Sppendix A.). A map of this total area is shown in Appendix B as the region outlined in red.

This definition differs considerably from what the branch librarian, Mr. Henry Doder, feels Mott's service area really is. Geographically, Mr. Doder feels Mott's primary service area (that is, areas in which residents live closer to this branch than to any other, those who make considerable use of the branch services, or those to whom branch services and energies are directed) could be better described as census tracts 25, 26, 32, 33, 35, 36, 24.01, 24.02, and 66. Its secondary service area could be perhaps represented by census tracts 22, 14, 34, and 37. This area is shown in Appendix B as the area traced in blue.

According to the exerpt from a report by the Toledo-Lucas County Plans Commission and consistent with the T-LCPL definition of the Mott Branch service area,

> The area served by the Mott Branch, which contains a population of 29, 300 persons, is a portion of Toledo's center city whose residents predominantly black [sic]. The area is bounded roughly by Monroe Street, Bancroft Street, Hawthorne, Smead, Dorr, University, Nebraska, the western boundary of Scott Park, Hill Avenue, Westwood, the Penn Central Railroad, Hoag, Belmont, and Collingwood Blvd. . . . The Mott service area experienced a twenty per cent population loss during the decade of the sixties, due in part to large scale demolition of housing stock for expressway construction and urban renewal and the resultant heavy out-migration of Negro families from the *ghetto*. [Italics added by this author.] The proportion of the service area's population comprised of Negroes increased from 62% to 77% during the 1960-1970 period. The share represented by persons of foreign stock decreased from 16% to 9% during the same period . . . Children of elementary school age constituted a 20% share of the service area's population during the sixties while the proportion of persons of high school age increased by 4% and the share of elderly persons rose by 2%. The proportion of high school graduates in the area increased by 10% during the decade of the sixties while the share of college graduates remained stable during the same period . . . (See Appendix A).

At this point, it is essential to explain the relationship between the two definitions--the description given by Mr. Doder is not to contradict the T-LCPL definition, but only to supplement it with his evaluation based upon the empirical data of his nine years of experience at Mott. During this time, he has seen this community go through many positive and negative changes.

Among the negative changes in this community was the "urban renewal and highway construction purge" of the sixties, alluded to above. During the upheaval, 20 percent to 25 percent of the community's population was displaced and their lives were in a state of limbo for several years. (The family of this author is representative in both these respects.)

An example of a positive change which has occurred in the community during Mr. Doder's tenure at Mott is the attainment of the middle-class economic plateau by some of the community residents. For many of the "nouveau middle-class," their new financial security meant a new home farther out Dorr Street, but, still within the throes of Toledo's segregated housing patterns. Then, if this could be called a positive change, it is a bitter-sweet one. Yet, in this respect, it is probably representative of some of the "positive" changes in this community.

Mr. Doder has observed that, though many resident library users moved far away from the branch and out of Mott's service area (by the T-LCPL definition) due perhaps to displacement due to urban renewal or new financial capability, they continue to patronize Mott. Much of this continued use is due to the fact that most of these people still have very important ties to this community. This phenomenon is probably more characteristic of this community, and more prevalent in this kind of community, than many other communities. That this is the case can be seen readily when one knows that the subject population is Black and when one understands the nature of the problems they encounter. For example, when Blacks move into most neighborhoods (unless the neighborhoods already have a good number of Blacks), they must look outside this community for social outlets and contacts. So realizing this, they never break the old ties.

A significant instance of the importance of these "community" ties can be seen particularly in the cases of professional Blacks who can afford to move away from this community. A case in point is that of doctors and lawyers, whose medical and law practices must be located in the original community or easily accessible to residents of that community who are the potential clientele. For teachers, the schools where they would be able to teach would be also in this community, for it is not likely they could teach in their "new" communities. Other very strong ties which would keep the people, who have moved, in touch with this community are their church affiliations and the social organizations to which they might belong--these loom as especially important when one considers the spin-off activities related to them. Some other factors which seem to have some weight in this hegira back to the "community" are business concerns (e.g., storeowners, service shop owners, etc.), family and friends, common interests, and unique types of services and goods offered in the "community."

Some of this return effect is directly attributable to the nature of the collection and staff at Mott and the types of services it offers (to be considered in detail in the next chapter). What part of this effect could be ascribed purely to habit is uncertain. However, this author can say that his experiences during his internship at Mott corroborate Mr. Doder's observations, his rationale and, hence, his definition.

More definite, positive changes have taken place in this community that Mr. Doder has been able to observe, for example, the increased cultural awareness and pride in many of the community residents. He has also seen the community try to come to grips with its own economic destiny, as evidenced by the establishment of Harambee, Inc. (now defunct) and the Southwest Development Corp., both of which resulted from confrontation of this community (or one like it) with the larger community. He has seen similar organizations with similar purposes in the political, social betterment, social justice, and housing spheres develop and operate within this community.

At this point, I call the reader's close attention to a report, prepared by the Community Planning Council of Northwestern Ohio, Inc. (Research Department), will provide considerable data on the demography of this part of the community. (This report appears as Appendix C.) It should afford the reader some insight into the socio-economic character of the Mott Branch service area and the population that resides there. It should also give the reader a "feel" for the types of problems the residents face and the types of needs they have. This data is descriptive of six (25, 26, 32, 33, 35, and 36) of the nine census tracts described above as primary parts of the Mott Branch service area. It also applies to two (34 and 37) of the four described as secondary.

Hopefully, the data presented in this report on the socio-economic character of this community has provided the reader some insight into the nature of the problems that some of the people in Mott's service area face. However, there is much in this report on this community which can be transmitted in words only to a person who is especially attuned to the peculiarities of this community. There is much truth in the report and the data is documented.

However, there is much in this report that should not be taken at face value. Part of the reason that these statistics must be regarded so carefully is due to the very nature of statistics, itself--there is a tremendous loss of data. Some of the reason, I would argue that the statistics and first level implications are suspect is due to the perspective, or lack of perspective, of the reporter.

The reader who does not know much about this community would very likely have a very dismal picture of this community. There are some statistics in this report which would probably give this reader that feeling, for example, "approximately 8 percent of the housing units are owner occupied housing units in all tracts falls significantly below the city average of $16,200.00;""one in four families have incomes below the poverty level;" "employed persons in the neighborhood tend to work in blue collar occupations;" and,"very few of the residents are college graduates." That these are, in fact, valid statistics and conclusions I would not argue. There are people in this community for whom these statistics and the feelings they convey are fairly accurate. But, there are many others in this community, for whom the picture is not an accurate one. Though I would not argue the validity of the statistics, I would be unforgivably remiss not to state emphatically that the report is extremely narrow and, in this sense, biased. (I do not know the researcher in this case and I have no reason to suspect that his purpose would be other than honorable. However, I must say that this is what I would consider a typically faulty description of this community and leads an unknowing reader to faulty conclusions.) With respect to the perspective that a person atune to this community might have, key initial statistics would perhaps have been the city in which the area to be described is located (Toledo, Ohio) and the racial composition of the area (84.6 percent Black). Any person knowing the city well would perhaps have recognized the area shown on the map accompanying the report to be the area where most of the city's Black population resides. For most who would admit it, they would state that this depicts the direction which Toledo's segregated housing patterns have permitted the Black population to live and expand. The other statistics enumerated above and these I have just mentioned have an important inter-relationship bordering on cause-and-effect (but that is not the topic of this paper nor of this chapter).

In the sense that the report is reasonably accurate for some residents of the community, it should be a good indication to social agencies, organizations, and governmental bodies as to what the needs of some community residents are and as to what new services, and legislation would be most meaningful and effective in this community. It should also be a good measuring stick for existing services and service agencies, because most of the statistics in the report mirror existing conditions and circumstances for many community residents, most often the ones that they are to be serving.

An even more vivid picture of this community can be seen when one realizes that the heart of this community was the locus of much of the "civil strife" or "rebellion" of the late 60's and early 70's. It is the area where much of the real, meaningful contact of this community with the larger community has occurred or has been initiated. It is noteworthy that much of this real contact has been of a confrontation nature and, in answer to this, some new services, agencies, and jobs were made "available" in this community. Also, in answer to this contact, some new laws were enacted, for example, "no-knock" and "search and seize" to further repress this community.

And, when one considers the agencies and organizations serving this specific community (or parts of it) or offering special services to it, it seems that this community has a wide range of potentially useful services available to it. Appendix C lists the agencies and organizations (some of which are city-wide). It is intended to record some of those which serve this community or parts of it and to give some indication of the services supposedly available to this community. Yet, many people who need some of these special services are still not reached.

The evident ineffectiveness of these services has its roots in many aspects of the actual delivery of the services, e.g., the organization or agency's insufficient financial base, dishonesty in or improper administration of the service, staff biases, identification, and information (all mentioned above in the Introduction as possible reasons for service ineffectiveness). Problems in any of these respects could be enough to mean that the service could not bring about the desired end. In the delivery of the services to this community, two of the likely areas in which problems could develop are the aspects of staff biases and information (or lack of it).

Generally, in regards to staff bias or prejudice, and the resulting discrimination in delivery of the service, this is the rule in America, rather than the exception, especially when the subject community is Black or, more suitably, when the community is a "community without the larger community."

But, when the organizations or agencies with some ineffective services fulfill all other requirements sufficiently (e.g., Model Cities--locally, often run by minorities for minoritities in segregated housing--and others where racial prejudice is or should not, be a problem), they often fail in the information-publicity aspect of the service. One finds this not very surprising when one considers the information transfer in such a community. Typically, most people are singularly audio-visual oriented, that is, they are very receptive to television and radio, but only to some particular stations, and to posters and billboards. Many receive daily local newspapers, but do not tend to read them in great detail and they also receive weekly and monthly magazine publications. The most effective means of information transfer in this community may well be through conversation with relatives or friends who may have had similar experiences or similar needs or with professionals whom they trust--that is, through face-to-face, person-to-person contact. Two means of publicity that people addressing the information environment of this community find relatively effective are through church announcements and handbills circulated to community homes.

Though, as Mr. Doder has affirmed, the city planning report may afford a good estimation of a considerable portion of Mott's service area with regards to socio-economic data, needs, and information seeking and transfer, much important data has been lost in the statistics. For example, one of the most important bits of data lost to the nature of statistics is that this area has a real economic mix, greater than in most communities, again owing to Toledo's segregated housing patterns. That is, any really accurate descriptive statistics of the financial ability, educational attainment, or almost any other socio-economic trait, of this community's residents would be almost like a color wheel; nearly every level of economic growth between rich and poor could be found in this community. This can be seen when one considers the range of occupational activities in which residents are engaged, from the professionals (doctors, lawyers, administrators) to the hard-core unemployed.

Mr. Doder adds that, especially when the residents of census tracts 66, 24.01, and 24.02 are considered, not only does the economic makeup of the total Mott community have spectral qualities, but the range of information needs and the means by which people try to meet these needs run the gamut. As one might expect with the ranges of education implied by the above data and the ranges of interests and needs, their methods of information seeking, transfer, and retrieval must in fact be many and varied.

Then, with all the various economic classes, kinds of needs, educational backgrounds, problems, age groups, and religious affiliations, what is the common thread that draws this community together? Mr. Doder and this author agree that, if there is one single most important characteristic which most of these residents share, it is their racial identity and all the ramifications thereof. From without and from within, it is conceived of as a Black community. Support of Mr. Doder's claim to the total community, as defined above, as Mott's real service area lies here and in the fact that Toledo's most pervasive problem (as well as that of America and characteristic of it) is racism. It is this author's view that few threads could be stronger in the determination and identity of a community than a common suffering or disenfranchisement racially based (from within the community). Few factors could be more effective in the determination of the bounds of a community and in its identification than could racism (from outside the community).

In fact, according to the 1970 census report, the area claimed by Mr. Doder as Mott Branch service area has a Black population of 34,854 as compared to the city of Toledo which has a total Black population of 52,915. With respect to the total population of the Mott Branch service area, the Black population constitutes slightly more than 70 percent according to the 1970 census and is probably higher now. However, Mr. Doder reports that more than 95 percent of Mott's users are Black and he feels the reason for this is that most White residents in areas closer to Mott than to any other library unit are afraid to come that far into the "ghetto." He makes the point, that, regardless of what services Mott could offer, this would be the case. Hence, Mott's collection is directed to its real potential users and its staff is especially atune to meeting their needs, as we shall see in the next chapter.

Chapter 3

MOTT BRANCH LIBRARY

This chapter is devoted to considerations on the character of the Mott Branch Library; that is, on its staff, its collection, its role in the community, future directions, aims, and projects.

The Mott Branch Library, located at 1085 Dorr Street, was opened in 1918. This facility which is situated on a 1/4 acre site contains 6,000 square feet of floor area and houses a collection of 27,100 volumes. (See Appendix A.)

The Mott Branch staff consists of six full-time workers and one half-time staff member. Their names and titles are as follows:

Mrs. Minnie Bray	Senior Clerk
Mrs. Aleathia Carson	Clerk
Miss Olivia Foster	Clerk
Miss Toby Steinberger	Children's Librarian
Mr. John Godfrey	Young Adult Librarian
Mr. Henry Doder	Branch Librarian
Mrs. JoAnn McKnight	Reading Specialist (half-time)

(The staff has been recently cut. Miss Foster, Mr. Godfrey, and Miss Steinberger are no longer working in the branch, but only Miss Steinberger has been replaced.) Miss Steinberger (herein called Toby) and Mr. Godfrey (John) were both recent graduates of the special Wayne State University program in Library Science. In this program, people with baccalaureate degrees in various areas were trained to be urban librarians. There were given some special skills and were provided experiences which have proved valuable to them in their work at Mott. Their training along these lines, in addition to their own innate abilities to relate to their environment, to empathize with their clientele, and to establish meaningful rapport with the community are evident in their work at Mott.

Mr. Henry Doder has been branch librarian for most of the eight years he has spent there. He, perhaps more than any other person from outside the community and working for an institution in the community, has been able to earn the respect of this community. He has been able to do this largely through the display of such personal attributes as those mentioned in the introduction as requisite for a CIS to serve in any community. (See Chapter 1, page 10, in the first paragraph for mention of such attributes.)

Evidence of the commitment of Mott's professional staff will be seen below when the special services provided through this branch are discussed. Further evidence will be seen in the involvement of this staff in community affairs.

The community has largely found the rest of Mott's staff to be people with whom they can easily identify. They are well-respected residents of the community Mott serves. As such, they feel a deep commitment to providing the best possible service to the community.

The entire staff has proved most useful and valuable to other agencies and organizations which also serve their community, as can be seen by their service on advisory councils and their membership in or participation in the following community organizations: the

Association for the Study of Afro-American Life and History; Afro-American Heritage Club; Southwest Community Development Corp.; the Roosevelt Urban Renewal Council; and, Soul City (where they also maintain a paperback collection and a bulletin board display). They have been very useful resource people for community organizations and residents, and have participated in membership drives and conferences. The staff operated a booth at Toledo's first annual Black Expo in the summer of 1973. It has held numerous Black History displays, for example, the NAACP exhibition at the University during Black History week, and special displays at schools in the community. It has sponsored a special adult program called "Images in Black," which was successful and ran for several months.

Another important service maintained by the staff (John, in particular) is the regular visitation to the Child Study Institute, a juvenile detention center. During these visitations, John shows movies and takes books and magazines to the incarcerated youth. Though this is not a service which benefits only this community, it has been noted by some community residents as a very worthwhile endeavor.

Mott Branch has served this community in many other ways, also. For example Mott has hosted the Theater in the Streets. And, as a co-sponsor of Sam Greenlee (author of The Spook Who Sat By the Door) Day, its staff participated in the day-long activities, helped in the disbursement of publicity materials; and, the branch itself was the scene of the evening activity.

The branch facility has served as the regular meeting place for several community groups; for example, a senior citizens group, The Association for the Study of Afro-American Life and History, the Afro-American Heritage Club, and the MCAC. As time, programming, and capacity would permit, it is available for additional use for similar purposes.

Mott's staff has been particularly helpful to students--those preparing for the GED examination, high school and college students--even providing them with some individual tutorial help as needed. For Mott, the demand from this particular population is usually quite heavy, due both to this kind of service and to the nature of Mott's collection. Whenever the request is such that the staff cannot comply, the staff tries to direct them to other potential sources.

The branch maintains a close relationship with all the elementary schools in the area, public and parochial, largely through the efforts of Miss Steinberger. Toby has visited every elementary school in the area and has addressed students in each. Inside the branch, the staff entertains many of the community's younger children through class visits from the parochial, private, nursery, and headstart schools in the community. During these visits, the children are treated to movies, demonstrations, puppet shows, as well as the traditional story-hours and book exchanges. The staff offers these same services during after-school hours, plus creative writing, handicrafts, parties during holidays, and other kinds of activities seasonally. A particularly important service offered at Mott especially for the children is a remedial reading program, which is conducted by Mrs. Jo Ann McKnight.

Other formal contacts which are made with the area's schools are made by John Godfrey. He visits junior high schools in the area, eighth grade classes in particular, to advise them of their new status as adult borrowers. In this, he emphasizes the wealth of materials they have now become eligible to borrow, for example, records and certain kinds of magazines--in fact, he tells them that the entire collection is now at their command.

With all the activities which are held at Mott and with the tremendous flow of traffic, especially children, through the branch, the shortcomings of the physical facility become obvious. Some recurrent problems stemming from this inadequacy are the frequent over-crowding of the auditorium during movies and special features for children; the lack of a quiet area where patrons, particularly adults, can do in-depth reading because the adult's and children's sections are separated by only a small open area; and, the inaccessibility of the branch to wheel chair patrons and to some elderly patrons due to the number of steps at the entrance. These problems have been recognized by the library system administration and the city council. Steps have been taken by the city council to reserve some of Toledo's revenue sharing monies for improvement of the facilities at Mott. (In fact, the new construction and renovation has begun at Mott.)

Changes which the staff would like to see made in this respect are to be found in Appendix E. Most of the changes requested by the branch staff reflect the nature of the activities held there and the population the branch serves. It also reflects the desired pattern of organization for the collection. According to the latest information from the architect, the actual changes in the facility will mirror the recommendations of the Mott Branch staff and the MCAC as nearly as funds will allow.

The collection at Mott largely reflects Mr. Doder's philosophy of "the greatest good for the greatest number." The staff has tried to make available books, magazines, and any other kinds of publications which the community might want, sometimes even purchasing them with their own money when normal acquisitions procedures failed. Cases in point are the acquisitions of the Nigger Bible and some "Iceberg Slim" novels which are perhaps of no significant literary value, but which were specifically requested by patrons. It has long been a practice at Mott to try to meet the special needs of the community and to obtain titles in which they were interested, rather than to have the kind of general collection most often associated with libraries. In fact, Mott probably has the most well-rounded Black collection in this part of the state--with poetry, fiction, biography, non-fiction, reference works, magazines, and journals. (Mott, along with the Afro-American Center of the Toledo Board of Education and the Scott High School library, forms the nucleus for the most complete data-bank of books, magazines, and journals of and about Blacks in northwest Ohio.) Mr. Doder was able to make room for much of this material by removing some of the obscure traditional-sounding titles from the shelves, because they were not being used anyway. A most important factor which makes it possible to emphasize the materials this community needs and wants is Mott's proximity to Main Library of T-LCPL where the patron would likely find those traditional types of material. Mr. Doder reasoned that, if a patron wanted some obscure material on Greek poetry quickly, then he would probably be motivated enough to go down to Main. Another important factor in making this decision a solid one is the inter-loan system which makes material available any place in the system accessible through Mott Branch with perhaps only a day's delay.

Mott Staff's commitment to meet the needs and wants of this community is exemplified in the fact that, when certain requests (orders for books or magazines) were not fulfilled through library supply channels, Mr. Doder bought those he could find out of his own pocket and made them available through the branch. The staff has also found it necessary to go out of town to purchase materials directly through some private bookstore, because the library suppliers did not stock the materials wanted. (That this is at all possible is a tribute to the flexibility within the T-LCPL and to the obvious persistence and commitment of the Mott staff.)

In addition to listening to the requests of his patrons, Mr. Doder has found several other useful sources for bibliographic and acquisition purposes. Among them are the Black Books Bulletin, Freedom Ways, Publisher's Weekly, New York Times, Black World, and others. So the magazine and journal subscriptions are a big factor in this area of library concern, as well as, a much demanded good of Mott's patronage. Therefore, this is a doubly significant facet of

Mott's service--it has internal and external importance. Appendix F provides a list of the subscriptions for Mott in 1973, however, many of those of bibliographic importance had not been fulfilled at the time of my internship, summer, 1973.

Other areas in the book collection which are frequently used are the how-to-do books, books on employment (civil service exams, military service books, etc.), and GED preparation manuals. The large paperback section which has a large variety of titles and subjects is another very popular area of Mott's collection.

Mott has a large record collection which makes it a unique branch in this respect also. This is a relatively new service which has received tremendous use by community residents.

As for programming in the branch, some specific examples for adults (for instance, Images in Black) and for children have already been mentioned above. However, the largest volume of programming is still done in the interests of the children and students in the community.

Programming for adults is one of the areas where the MCAC is expected to have considerable input and impact. In fact, the branch has already re-instituted the adult book club at the urging of the Program Development Committee of the MCAC. As in the case of adult programming, the direction for most important future projects and aims for the branch seem to be in the hands of the MCAC with whose recommendations the Mott staff seems ready to try to comply. Perhaps, the single most important project under consideration at Mott and in the MCAC is the possibility of a neighborhood information center there (another idea which arose through the MCAC), but much of this hinges on additional personnel and the changes in the Mott Branch facility to make such a service possible.

A detailed discussion of the MCAC and its potential for performing in these areas follows in the next chapter.

Chapter 4

THE MOTT CITIZENS ADVISORY COMMITTEE AND ITS INFORMATION ENVIRONMENT--REPORT, ANALYSIS, AND EVALUATION

The Mott Citizens Advisory Committee (MCAC) arose from recognition of the need for more community involvement, support, use and development of library services. T-LCPL's acknowledgement of this need was formally made known January 5, 1973, in a letter from Lewis C. Naylor, Director, to some residents of the Mott Branch community. (A copy of this letter is included as Appendix G.) The text of the letter indicates that the library administration was aware of the fact that the library needs input from this community to improve the services and its facility to insure more meaningful use by the community. In fact, this letter states that the library "needs the advice and counsel of the residents of the service community. We are forming a Library Advisory Committee to help us obtain and organize such information into a meaningful program. The Committee could perform a valuable service in helping to determine the nature and extent of library activity, in planning the building, in supporting our effort to secure capital funds, and in the promotion of library use." (This evident statement of purpose and, perhaps also, priority will later be shown to be a point of serious confusion and disillusionment within the MCAC.)

Perusal of the list of people and organizations to whom copies of this letter were sent reveals that some residents of the Mott Branch community were invited to serve on this committee. Others who have some knowledge of vital community and city operations were invited presumably to serve as resource people. A copy of this list is included as Appendix H.

Soon after the letters were answered, the first organizational meetings of the Mott Citizens Advisory Committee took place at Mott Branch. Some of the above-named people and library staff were present. The most important things accomplished during these early meetings were the naming of offices and the election of a slate of officers, headed by Mrs. Mildred Pack, Chair-person; the naming and selection of standing committees; and, a mildly successful campaign for MCAC membership had been started. A later accomplishment was the development and the administration of a questionnaire which was to gain some measure of the attitudes, needs, interests, and the reasons for use or non-use of library users and potential users. A copy of the questionnaire is in Appendix I.

However, as late as March 29, 1973, when I attended my first MCAC meeting with John Godfrey, there were still some very fundamental issues with which the MCAC had not yet dealt at that time. For example, the MCAC still had no firm, effective statement of purpose, goals, or priorities, and no by-laws or constitution. The standing committees of the MCAC also had not had their functions outlined clearly, and this was an important problem the MCAC needed to address. And, even though the MCAC had administered a questionnaire, it found it still had no real measure or sense of the information needs and wants of this community. The only real indication seemed to be the extent to which committee members knew of gaps between services and needs, and to the extent to which the needs of the members of this group itself are representative, or at least indicative of the needs of the community.

At this point, it seems necessary to assert that, though the MCAC had some very real problems, some of which were evident at the first meeting I attended, it was clear that the MCAC had some definite, good qualities, too. For example, the members of the Council had a wide range of talents, interests, and skills; and, many have been involved in other community groups and agencies. Among the members, there seemed to be a genuine desire to find and to assess the information needs and wants of this community and the will to initiate action to meet those needs and wants. The resourcefulness of this committee can be seen in the fact that at the March 29 meeting, the MCAC appointed a By-laws committee (consisting of Mrs. P. Sanders, Mrs. Yolanda Jackson, Mr. O. C. Burt, Mr. Wilmot Barnes, Mr. William Phillips (chairman), and me) to respond to some of the areas mentioned as lacking above. In fact, the by-laws committee was charged with writing an effective statement of purpose and the by-laws subject to approval by the MCAC at large.

Still, the trouble areas mentioned above have had an erosive effect of almost exponential dimensions on the potential of the Council. That is, several larger problems (as those mentioned above) gave rise to effects which themselves became causes of further difficulty. For example, with respect to the internal information system of the MCAC, the absence of a formal statement of purpose necessitated the repetition of the purpose (better--a purpose because the statements would never be the same) at every meeting where new members were present. The lack of such a formal statement meant that the Chair-person, or some other person, would constantly have to remind the body of "its purpose" whenever the discussion took a tangential course, or whenever some action could not be judged necessary or irrelevant to the Council. This action would often lead to a debate of considerable length on what the purpose is or should be. It also meant that the standing committees of the Council might often get bogged down in choosing alternative courses of action to serve the "purpose" of the Council, and in executing their own functions (which also had never been outlined--the only indication of their duties was through their names). It meant further that, even should the MCAC and its committees do anything consequential, it would have nothing on which to base evaluations of its decisions or actions. The lack of a formal statement of purpose has led to problems in some important areas, however, few any more important than the maintenance of morale and interest in the MCAC. This loss of morale was due most often to the lack of accomplishment in meetings and misuse of time, stemming from excessive repetition of the "purpose" and its resultant debate. The nature of the MCAC (i.e., as a voluntary community advisory committee. See the Introduction.)itself dictates that the purpose of such a committee be explicitly stated and readily accessible to all who might inquire.

It was in response to these problems that the by-laws committee was selected and charged. Their work in its approved form is contained in Appendix J.

In regards to the internal information system, the remaining major problem areas mentioned above have important implications and effects, too.

The lack of some kind of stated priorities was a problem that had consequences quite similar to the problems discussed directly above with respect to the absence of a statement of purpose. The MCAC had labored from its inception until April 26, 1973, without a stated purpose or guidelines and goals for MCAC operations. On this date, the MCAC approved the purpose and the by-laws as written by the By-laws committee, but this was still not enough. There were yet many questions to be answered and issues to be confronted. The need for a purpose had made the MCAC even more aware of other voids. The Council had realized that it still did not have enough direction.

The need for a purpose raised some serious questions within the Council--exactly what is this Council supposed to be about? What is the first concern of this Council? Is it to "give guidance in the development of the proposed new Mott library building?" Is it "to determine the type of program activity this branch could offer which would best meet the needs of this community?" Is it "to assist the Mott staff in scheduling the programs in the present building, in terms of materials, activities for children, young adults and adults? Or, is it something different from all of these?

The MCAC's realization that it lacked the direction that these answers (as well as the answers to a few other basic questions) would give was also cresting during the time the By-laws committee was working on the purpose. In fact, much of this fervor was caused by members of the By-laws committee who needed some answers in order to construct a purpose consistent with this rationale.

At the meeting of April 12, the purpose, though not yet approved, was read. Its reading invoked a flurry of questions and heated debate during which some of the above questions were asked. In addition, the very central questions of just what this council's relationship is to the library hierarchy were raised. Was the question of priorities the responsibility of this Council itself or was it the responsibility of the library administration (system or branch)? What did the library expect from this committee and what kind of guidance was the library to give the Council? How would input from this committee be regarded? Mr. Naylor, director of T-LCPL, carefully fielded these questions which were the heart of the frustrations felt by many of the Council members, particularly those who joined the MCAC after its earliest meetings. The essence of his replies was that it was for the MCAC to determine its own priorities, its purpose, hence, the extent of its own spheres of influence. But, he did state that the MCAC was to be a vehicle for community support in designing library services and for community input into the building program for Mott.

Then, having had at least some of their questions answered, the MCAC proceeded to appoint Mrs. Honoré Moton to extricate the goals and objectives as evidenced in the minutes of MCAC meetings and to list them for the next meeting.

Also at that meeting Mr. Henry Doder, Mott branch librarian, responded to another internal information need expressed by the MCAC. He discussed the types of services offered at Mott for adults and children (general and special), the types of community activity engaged in by the staff, the nature of the book collection, the books and services offered through the library system and some specific needs of the branch. The MCAC had felt that it needed this kind of data in order to make viable and meaningful suggestions about new services and decisions on the present services. A trip was later planned and taken to the Main Library better to find out the kinds of services offered there. They also sought to know the kinds of services the Mott branch community could use that were already offered through the system, but perhaps were not housed at Mott, e.g., the film collection.

Before the next meeting at which the purpose and by-laws were to be voted upon and priorities of goals and objectives set, the MCAC received a jolt. The shock came in the form of an article that appeared in The Blade, Sunday, April 22, 1973. In this article, entitled "Sudden Cutback in Library Funds Seen Periling Many Local Projects," Mr. Naylor was reported to have said that construction of the new library to replace Mott would have to be postponed indefinitely. The library personnel had earlier seen the funding for library construction through the Library Construction and Services Act become nearly extinct due to drastic budget cuts. The T-LCPL administration had, therefore, anticipated the need for additional funding sources, but the administration now knew it had to rely totally upon sources other than LCSA. It was feared that the President's decree to eliminate the Library Construction and Services Act (LCSA) by stripping it of funding would abort the construction project. This particular stroke of Presidential whim and caprice effectively choked off approximately $180,000 of the money necessary for this construction (approximately 45 percent of the cost of construction). And, all that remained of the original funding projection was $200,000 of revenue sharing money earmarked for this construction by the mayor's revenue sharing priorities committee. See Appendix K for a copy of this article.

This news did not go unnoticed particularly by the Mott branch staff and members of the MCAC.

Mrs. Pack, chair-person of MCAC, and I separately inquired of Mr. Naylor exactly what the meaning of the announcement was and what its implications were for the MCAC and Mott branch. His reply was that the cutback in LCSA funds was certain and that, unless other alternatives could be sought and investigated with results, the construction as planned would be very doubtful.

All this news sent shock waves through the MCAC. For some of those for whom input into the new construction was the purpose of the MCAC (and their reason for being part of it), this meant there was no more reason for the MCAC's existence nor for their participation in it. For others of them, it meant a re-assessment and reorganization in their own minds about the role of the MCAC. For some who felt the primary purpose of the MCAC was different from input into the new construction, this news meant that one of the major secondary thrusts would likely be eliminated. For still others, it was just evidence of more of the same old proverbial "pie in the sky" from social institutions.

In any case, at that next meeting (April 26), the purpose and by-laws were accepted; and, the list of goals and objectives amended, ranked by priority, and approved. (A copy of the priorities is contained in Appendix L.)

The MCAC then saw that its present committee structure would not help it to serve its purpose or meet its newly stated priorities. Therefore, the MCAC sought to bring its committee structure more in line with its purpose, goals and objectives. So, at that November 26 meeting, the By-laws committee and Mrs. Pack ("the by-laws plus one" committee) were appointed to develop a new structure for standing committees with explicit functions. The Council felt that only through a new committee structure with well-defined responsibilities could they insure more efficiency in MCAC business and more direction for its actions.

The fact that the committees of the MCAC before had no stated functions had important consequences for the MCAC as well as for the committees themselves. It meant that the committee structure could not serve the MCAC to the fullest extent and the service it could afford was often not efficient. This was especially evident to me in several of the committee meetings I attended. The business discussed would sometimes fall within the logical realms of another committee, and would be seen as such, yet, considerable time would be spent pursuing the matter. In such meetings, it became increasingly more difficult to maintain a high level of enthusiasm, direction, and participation in these committees which had no goals, hence, seldom any feelings of real accomplishment. This tendency towards decreased enthusiasm and participation was caused largely by spending too much valuable committee time discussing what the purposes are or should be--rather than performing those duties and meeting those purposes assigned to it. (This inclination towards discussion would be present to some extent even if the committees knew their functions, but not likely to the extent when the functions are not clear.) This particular lack probably in some way explains the "hole" in the relationship between the MCAC and its committees. The MCAC and its committees seemed not always to know what relationship the committees were to bear to the MCAC nor how the committees were to help in the attainment of MCAC goals. (Important exceptions of this statement are the cases in which the ad hoc committees would be delegated explicit duties by the MCAC; with respect to the standing committees, they were only tacitly given certain functions, as implied by their names.)

But, as mentioned, once the MCAC had stated its purpose and priorities, it took action to solve problems in this area, too. The "by-laws plus one" committee was chosen to develop a committee structure which would be responsive to the needs of the MCAC and conducive to meeting its goals. The by-laws plus one committee responded with a proposal for a new committee structure (entitled "Mott Citizens Advisory Committee By-laws, Amendment I, Article III). The proposal appears in Appendix M.

The proposed standing committee structure consisted of the Agenda, Program Development, Public Relations, and Canvas Committees. The functions of each of these committees were distinctly expressed and (at that time, thought to be) consistent with the real spirit of the MCAC and its goals. Also, explicit rules for the composition of the Program Development Committee were devised and deemed essential for the performance of this extremely important committee.

This structure was intended to answer many of the immediate needs of the MCAC, as well as to give it continuity without proliferation. Further, it represented an attempt to increase MCAC contact with the community, thereby, insuring the Council's relevance and credibility in the community. If the structure were followed and if the committees executed in the manner in which they were planned, it would almost guarantee the MCAC's continual ability to address the information needs of this community within the capacity of the library.

At the last recording of the notes for this thesis (June 16, 1973), this proposal had not been voted upon by the MCAC. It had been presented, and reacted to, at a Program Development Committee meeting on May 21, however.

The above discussions depict major problems the MCAC faced in its internal information system and the methods by which the Council dealt with them. The Council, also, acknowledged early the fact that it did not have sufficient data on the community's expectations (vs. realizations) with respect to Mott branch library. The Council members already knew that much of the community was marked by grave indifference to the library and non-participation in its activities. But their quest went considerably deeper--they needed to know which services Mott offered were valued by users and what services Mott could offer which would be useful to, and patronized by, the potential user. In essence, they needed to find out what the information needs, wants, and desires of the community were, in order to determine what range of useful services could be offered at Mott. The MCAC's recognition of this need is evidenced by their construction and administration of a questionnaire, designed to shed some light on this facet of the community. However, when this project was completed, the Council found it had little more insight into this vital part of the community than before. So, the MCAC found itself in the position where, unless it could somehow conduct a more productive study, it would have to rely solely upon the ability of the Council to receive, interpret, and articulate the community's needs and feelings. The Council chose the former strategy (i.e., to initiate another study) and I volunteered to take the primary responsibility of its development. An account of my work on this project is included in the next chapter where I discuss my involvement and participation in the MCAC and its projects.

Where I found that the internal information system of the MCAC could be described, examined, and evaluated by the nature of the problems it faced and the means by which it dealt with these problems and their solutions, I found that the external information system could not. The external information system of the MCAC was a system which marked by two sets of information transmissions. That is, the external information system had to be one which could be effective at the library-Council interface and at the Council-community interface. The Council, in effect, was expected to be the information receiver, processor, and transmitter for communications between the library and the community. (See figure 1 of the Introduction where the communication link-up is pictured.) Most of the other meaningful communication is at the implication-inference level, e.g., the community can infer what the library perceives their needs to be by their patterns of service, and the community's acceptance of the same services is implied through their participation in the services. But, even communication at this level has not been happening historically between the library and this community--for example, in the case stated here, much of the community would not likely take the time to consider that their non-participation in a particular service would be an indicator of the unacceptability and irrelevance of that service, rather than of the generally felt irrelevance of the institution itself.

With respect to the library-council interface (library in contrast to Mott Branch to mean elements of the library administration not just those of Mott), this part of the information system could be considered either nearly degenerate or nearly the ideal. The fact is that there are knowledgeable library personnel present at every meeting of the MCAC and, to my knowledge, at its standing committee meetings; the only MCAC affiliated meetings where no library personnel have been present have been some ad hoc committee meetings. This "omnipresence" was intended--rather than accidental or contrived--

to give the Council the kind of ready input it would need with regards particularly to present library services and capacities for potential services. And, whenever the MCAC's questions could not be answered directly by the library personnel present, the MCAC would be almost sure that the matter would be correctly and quickly relayed through the proper channels. In addition, it was not so infrequent that the T-LCPL director, himself, was in attendance at MCAC meetings.

This particular arrangement afforded the library extremely direct and efficient communication with the MCAC. There were regularly scheduled Council meetings and some standing committee meetings where the library could get data, clarification, and commitments of participation from the MCAC.

So in reality, this phase of the external information system was almost assured effective information exchange through its built-in character. Of course, the quality of the information transfer depends upon the validity of the data conveyed, as well as upon the suitability and efficiency of the medium. For the information transfer from the Council to the library, this validity depends upon the Council's ability to receive and articulate the needs and expectations of the community, its representativeness of the community, and is a function of the Council's credibility in the community. The data in the library to Council exchange is subject to variations in parameters, some of a typically administrative nature, e.g., perhaps more suitable personnel, more expenditures for increased services, or possibly reorganization at some level.

But it also entails a binding obligation on the part of the library--a real commitment of the Council and to the community that every effort will be made to implement those suggestions of the community per the Council.

The Council-community phase, however, was not marked by any such built-in success feature. Though some might argue that, since the Council consisted to people from the community, the community was represented, hence, there was built-in communication between the community and the Council. My response to this would be more a qualification of this statement, and one of degree, rather than a complete rebuttal. It would seem that, in order for the Council-community sphere to have that same built-in communication factor, the Council would have to be as respresentative of the community as possible. In addition, there would have to be an effective means of communication between the MCAC and the community. Neither of these requirements was met in this phase. The communication link-up with the community has been, and still is, a definite problem and one recognized by the MCAC (evidence of this fact is the proposed Public Relations and Canvas committees of the MCAC and their functions, but their, as yet, shelving until this date). These are areas of obvious shortcoming especially with respect to a large segment of the population for whose benefit these endeavors were originally begun--the non-user or potential user.

With respect to the area of the representativeness of the Council, the relative importance of this concern to the Council can perhaps be seen by its rank (ninth out of nine) in the list of priorities ("Goals and Objectives of MCAC"). But, in all fairness to the Council, the wording of the ninth goal is "to work continuously to increase the membership of this committee." (I was present at that meeting when the goals were adopted and, to me, "membership" was a proxy for "representativeness.") At that time the Council seemed to feel that increased membership and representativeness would come in time and devoting much effort to it would prevent that effort from being expended for more important things. Besides greater size might render the Council unwieldy and what difference would size or representativeness make now since the Council had said that it would try "to develop ways to reach the non-library user and to involve all citizens in determining library service; to establish contact and communication with the area residents; to seek, determine, and interpret the informational needs of the community; to communicate these needs to the Mott Library staff and the T-LCPL administration; to interpret to the community the integral role the Library can have in each individual's life; to assist the Library staff in developing, planning and implementing viable library services and programs for all citizens of every age in the community; and, to plan and develop plans for a new facility, incorporating into this plan, the community's EXPRESSED desires." These are priorities one through seven as stated in "Goals and Objectives of MCAC").

These are exactly the kinds of things which would be accomplished by an effective means of communication between the Council and the community which really does not exist in total. One of the reasons that it does not exist is probably the fact that, as mentioned above, the very machinery the MCAC had developed for this purpose has never been fully operational. Also, part of the reason that this necessary hook-up has not sufficiently been made can be traced to the manner in which the MCAC has tried to reach the community. (The basis of the communication problem would seem to lie in these or similar areas, because the MCAC has certainly tried to reach with the community.)

Many of their efforts to communicate with the target population have largely reflected the members' own patterns of receiving information; this should not be completely unexpected, nor is it likely totally bad or unproductive. It should simply be remembered that, just as not all of this community have the same information needs, they also do not all have the same patterns of receiving information. That is, they are not all equally atune to the same forms of media--and within the same media--perhaps not to the same outlet. In essence, it appears that the MCAC's methods of contact and communication with the community have been a function of the way members of the Council,themselves, receive data. This may be an effective and productive means to reach people with interests, backgrounds (particularly educational and social), and needs similar to those people on the Council. In essence, the problem here seemed to be that the Council was appealing through parameters of their own individual information environments rather than through the parameters of the information environment of the community, especially not through those of the chronic non-user and the potential user. (One fact that is especially demonstrative of the difference between Council members and some of the target population is that Council members believe that the libraries and their services have some value. And particularly, in a search for information, the library would be a probable source for Council members, but not for non-users.) For example, the MCAC has had articles printed in The Blade to give notice of its meetings; radio station WSPD has also announced MCAC meetings; and, church announcements have also been made to advertise MCAC related events. These are fine. But it must still be remembered that these means have the obvious limitations of being received only by those who read The Blade fairly intensively, those who listen to this radio station at a certain time of day, and those who attend church. Any other means of communication would be similarly limited, but, nevertheless, with their use more people could be made aware--how many more is dependent upon how wide the coverage is in the respective media. With respect to the traditional media, since this community seems to be very audio- or video-oriented, the widest possible coverage could perhaps be attained by appealing to the stations to which most people in the community would be atune and requesting time (as the MCAC has done with WKLR), by putting colorful posters and signs in places frequented by community people, and by appealing more through the Bronze Raven," a weekly newspaper circulated throughout much of this community. (These additional things mentioned here are in no way meant to supplant the means of communication already used and alluded to above, but only to supplement them.) Since Mott Branch has a very good working relationship with the schools in the community, the

MCAC could perhaps use the students as input sources in programming and as a means to reach adults with materials e.g., questionnaires, program announcements, etc.). The library administration should investigate this possibility.

One of the more effective means of communication and information transfer, that is, person-to-person contact (with people aware of the MCAC and its quest) has proven to be less productive than would probably be expected. This is perhaps due in part to the indifference of many people to the library and to the perceived irrelevance of library services in the lives of many people in the community. This person-to-person communication process probably breaks down at the point where the community person has exactly these attitudes of indifference towards the library. To that person, the publicized attempt is but institutional tokenism--where, in fact, it is really an effort on the part of a community advisory committee to make the institution responsive to that very person's needs.

In truth, all of the above means of communications have met, or would meet, with some measure of success in publicizing the MCAC, its purpose, goals, and operations to the community. However, there remains one main criticism of all of these--they are all conductors of a one-way information flow. That is, no matter how efficiently these methods performed this publicity function, it would still not give the community a means of direct communications with the MCAC. Likewise, they would not give the MCAC any means of learning the community's needs and feelings, except to the extent that these methods would bring more of the community residents out to meetings where they could express those needs. Neither do these methods give the community any means of feedback, except to the extent indicated by their participation (or non-participation) in the publicized events. I do not know what form(s) of communication would best answer all these needs, but I do know that it must provide a perpetual flow of two-way information. On one hand, it must provide for the MCAC a means of publicizing its purpose and programs and of increasing its representativesness, relevance, and credibility in the community and a means of determination of its goals and of evaluation of its efforts.

Then, from the point of view of the community, this perpetual quality is also necessary. The community must be able to apprise the Council of changes in its information needs (hence, necessary changes in the scope of the MCAC), of the effectiveness of already initiated programs and services and suggestions for their improvement, and of any other eventualities in their state of information. This list is not intended to be all-inclusive of the functions the communication link-up must serve, but to be at least indicative of the kinds of on-going communications it must inhance.

The fact is that this community remains without such a system. So, if the establishment and operation of such a system really represented goals of the highest order for the MCAC, I would assert that the MCAC was largely unsuccessful in this task. And, in all fairness to the MCAC, no agency or organization, private or public, with much more resource material than the MCAC, has been able to effect the kind of communication or information system suggested here. This system would be an ideal one for many types of industries (service or goods oriented), hence, the MCAC should not be expected to achieve it fully. Then, any partial attainment of this system which would help the MCAC and the community must, in some measure, be regarded as an achievement of this goal. Also, since this system will never be achieved completely, it makes sense for the MCAC to retain the goals related to the establishment of a communication system with the community. However, it should be remembered that these goals will not likely ever be attained. It is important that the community and the MCAC keep this in mind so that they will not be disillusioned by not being able to achieve them.

Though the MCAC has been generally unsuccessful in the accomplishment of most of its stated goals (numbered one through five, and number nine), it has had some measure of success in each of the other three areas.

With respect to goal number 6, the MCAC's success has been mainly in the form of a book club, begun at the suggestion of the Program Development committee. To some extent, this represents some patronage to goal number four, also. This re-activated service, though, in fact, is relatively little where there is so much potential.

In regards to planning and developing plans for a new facility (goal number seven), the MCAC has had considerable input and success. The Council has been involved on almost every level from the decision to build an annex to the existing building through changes in the architect's plans to the actual construction of the building. The only facet of this goal in which the Council may not have been as successful as planned is in the respect that the "community's EXPRESSED desires" were to be incorporated into this plan. Nevertheless, within the financial limitations, the MCAC was instrumental in insuring potential for possible services and access and comfort by potential patrons (e.g., wheel chair patrons and patrons on crutches). These are some of the important things and questions that should be considered in new service construction, but there are other questions perhaps just as important to which the MCAC should give immediate and continual attention. That is, the MCAC and Mott Branch must see that the appropriate and necessary services are offered there, because there is only so much that a new building, regardless of how well equipped, can do. One of the things it cannot do is initiate and maintain relevant and meaningful activity and services. The initiation and maintenance of these services, like the establishment of an effective communication system between itself and the community, must be a perpetual goal of the MCAC.

The third area (goal number eight) in which the MCAC enjoyed some success is in giving the library administration support in the procurement of funds to build this new annex. A contingent from the MCAC went to the city council in support of T-LCPL's request for federal revenue sharing monies. Their presence there was important because that evening city council was reviewing T-LCPL's petition for funds for the construction. The MCAC was also involved in exploring alternatives to the new construction when it was feared that funds would be insufficient. Another group from the MCAC also participated in a program on radio station WKLR (a station widely listened to in this community) during which they discussed the purpose of the MCAC, the necessity of the new building, and the need for community participation in the complete project.

To evaluate the MCAC, its performance, and its effectiveness in any regards other than with respect to these specific goals would perhaps be unfair. Yet, when one sees the potential for real development and advancement into this relatively new area of library service and community involvement that this situation affords, it is difficult not to try to measure the MCAC in light of this potential. Yielding somewhat to this temptation, I would personally assert that, thus far, this Council has failed conclusively to reach its real potential and to have the impact on library service in Toledo that was anticipated.

In my mind, there are several factors which contributed to this failure--some of the factors are attributable to the Council itself; some, to the Branch; and some, to the T-LCPL administration. Those factors which can be directly ascribed to the MCAC have been discussed at length in this chapter, and the ways in which the MCAC sought to offset their effect some;of the factors which could also be rightfully associated with the manner in which the T-LCPL and Mott Branch have discharged their responsibilities to the MCAC are also discussed here. Recommendations to all three for changes which I feel would help to improve the MCAC's chances for a success more commensurate with its potential will be contained in Chapter 6.

Still, it is respectable testimony to the resourcefulness of this Council (and the commitment of Mott branch and T-LCPL) that it could accomplish the things it did in the face of the considerable energy dissipation in its internal information system. Besides, it remains to be seen just how operational goals one through five are in terms of their being totally realized in a year's time (or at all for that matter). Still, the accomplishments of the Council are considerable, even though by comparison, they may have succeeded in fewer instances than where they were not successful. Still this Council has left an important legacy to future councils and to Mott Branch.

Just how this CIS was able to contribute (or failed to contribute) to this legacy and to the attainment of the MCAC goals and to participate in its operations is the topic of the next chapter.

Chapter 5

THE MCAC AND ME

The reader, to this point, will probably feel the preoccupation of the MCAC with matters characteristic of the internal information environment, in contrast to those of the external information environment. That is, with respect to information seeking, gathering and processing, most of the energy expended has been intended to give the Council a more unifying purpose and more direction and greater capacity internally. The Council struggled early to define its own scope and its potential role, its own emphases, and the structure most conducive to its solving the often stated, but little understood problem of non-use of library services. Even though the MCAC was given an informal tentative (but, at least, sufficient for most to recognize the basic problem) charge by the library administration, the MCAC had to justify its own existence in the community and its relationship to the community, in terms of their meanings for the community. In short, the MCAC had to deal with its own raison d'être. And, given sufficiency here, it further had to define its own specific areas of concern and priorities and structure itself to insure the relevancy of its actions and its own perpetuation.

It should readily be understood how addressing internal issues as fundamental as these would absorb most of the Council's energy. It seems reasonable, then, that the internal information system would be more developed than the external information system, even though some development in the latter area is necessary to answer the above questions. The MCAC found, as such an organization would, that the internal information system, which deals with issues such as those mentioned above, is inextricably intertwined with the external information system.

What happened (detailed in Chapter 4) to the MCAC is evidence of the interdependence of the two systems and is exemplary for voluntary advisory groups in many respects. For example, if there are any major deficits in either phase of the information system, it may lead to further discrepancies, presumptions, or inconsistencies in the other which in turn lead to inability to determine and effectuate proper courses of action and service. Though this is true in general, a specific case in point is the inadequacy of the external phase of the information system referred to in Chapter 4 which had this effect on the MCAC. Further, pursuant to the development of the external information system, there was seldom cause for its further refinement. This is true especially in the respect that the external information system is the main arm for the publicity of MCAC projects. The efforts of this CIS largely reflect these same concerns and areas of concentrated effort with only a few exceptions. The thrust of my labor, hence, what impact or success I have felt, has been overwhelmingly in the realm of the internal information system of the MCAC.

I was a member of the by-laws and the "by-laws plus one" sub-committees which had meaning only in the internal information environment. These committees were highly successful in achieving their intended purposes as stated above. These committees and their purposes dealt with the very sustenance of the Council, hence, they were top priority items of this CIS. Both committees expended considerable time and effort in meeting their tasks.

Further, I was involved in the final statement of the goals of the MCAC and the assignment of their priorities. This action was performed in a general meeting of the MCAC.

I was also selected by general consensus to devise an information study which would give the MCAC knowledge of the information needs and wants of the community, especially of library non-users. To the Council, the study was to expose particularly those needs and wants that Mott Branch could service through their program structure and through their collection. The needs and wants anticipated by the MCAC appeared to be needs and wants that are traditionally associated with library service by library users. Both this fact and the implication of traditional solutions, hence, traditional or conventional library services, should not have been totally unexpected, since the Council itself is composed largely of library users. (Here, what I mean by traditional or conventional services may also include services different from those performed at this particular branch. It may best be understood by a contrast with the non-conventional, for example, an information referral service which might be popularly associated with an institution other than the library would be called non-traditional or unconventional.) But on the basis of the literature I have read, I would assert that when the people of a "community without" and/or an oppressed people are asked about their information needs, their responses would relate to immediate, basic kinds of information not usually stored (and often not known) in a library. Their information needs would perhaps center around particular kinds of services, institutions, associations, or agencies which would soon better their lots in life with concreteness rather than aesthetics (which many associate with the library not all unjustly).

Mott's librarian staff and I anticipated this evident discrepancy between the needs and wants of this community as perceived by the MCAC and as perceived by the community itself. We reasoned that, if we were going to be asking the community about their information needs and talking about meeting them, then we had to set machinery in motion that would secure some necessary facts about the needs we expected.

The needs and wants which could have been satisfied simply by program changes or additions to the collections were not expected to present much difficulty administratively since we had T-LCPL's commitment to effect the desired changes. The questionable areas would be where the potential service might take the library into spheres where the T-LCPL had never before operated. The information-referral service we anticipated would perhaps have done this very thing. So, it became necessary to find out the administration's feelings on the service. John Godfrey and I later met with Mr. L. Naylor, T-LCPL director, to discuss the implications of the service, administratively (internal and external to the library system), the type of service perhaps best suited for the T-LCPL (i.e., referral only, referral and advocacy, or referral, advocacy, and follow-up). We were advised that there were no funds available to secure the additional staff, equipment or space that would be necessary. He felt, however, that a referral service was a worthwhile project and that we should investigate existing information referral services in libraries (such as the one in the Cleveland Public Library System) and the implications of the different referral services. It was thought that perhaps Mott could initiate the service on a limited basis and, as such, serve as a pilot project.

If Mott were to initiate such a service in the community, it would need up-dated files of organizations, agencies, services, and reference persons and a means of continuous up-dating. (Such a complete listing was something Mr. Doder felt would be of great use at Mott anyway. He had spoken of a listing like this even before we began to inquire into information referral.)

I thought that the listing would be a logical addition to the information needs study. It seemed to be an efficient arrangement--that, when inquiries were made of agencies or organizations regarding their services in this community, we could also find out their information needs. We could perhaps help them meet their information needs and, thereby, improve their working relationship in the community. We would also inquire of these organizations what the information needs of this community were, and what role Mott could best play in serving this community and in serving the organizations that serve them. We would be helping these associations and organizations to serve the community we served. Mott would, therefore, be increasing its usefulness in the community; and, its value and responsiveness to this community's needs could be better seen.

We saw that basically the same type of inquiry could be made to the community schools. From the agency and school inquiries and contact, it was hoped that the schools and organizations would also have some input in the branch operation and programming.

This seemed to imply a possible three-level construct for the study alluded to earlier. Thus, the study grew in purpose and in difficulty. As it grew, my work on it became more and more complicated and involved; and my working relationship with the MCAC, more and more strained.

At the time I began to write this thesis, none of the phases of the study had been completed. The research and work that I did on the study was quite extensive, however. It consisted of researching the literature for valuable insights and the "right" kind of variables for use in the study instruments and for examples of questionnaires that had been used for similar purposes with success. The studies I found particularly useful were Extending Library Service to Economically Disadvantaged Residents Served by the Palm Beach County Library System by Gerald R. Bandy and Louis M. Bykoski (Spendletop Research, 1971), The Disadvantaged and Library Effectiveness by Dr. Claire K. Lipsman (ALA), The Deiches Library Studies (Baltimore) by Lowell Martin, and A Proposal to Research and Design Criteria for the Implementation and Establishment of a

Neighborhood Information Center in Five Public Libraries in Five Cities: Atlanta, Cleveland, Detroit, Houston, Queen's Borough by Dorothy Ann Zurick (HEW, Office of Education, Bureau of Libraries and Learning Resources, 1973). I later wrote Spindletop Researchers, Inc., Dr. Claire K. Lipsman, and Dr. L. Martin for additional material. (Spindletop and Dr. Lipsman responded, but only Dr. Lipsman was able to send materials.) In the meantime, I had obtained permission from Mr. Naylor to make several long distance phone calls. This made it possible for me to pursue several other possibilities. I was able to call Dr. L. Martin for whatever materials pertinent to his study he thought might be useful to me. He later wrote to assert that did not have any materials that he regarded potentially useful.

Miss T. Artz (also, a student in the program) later brought a Library Journal article to my attention. The article stated that an information study had been conducted for the Cleveland Public Library by a consultancy firm. The significance of the incidence lies in the discussion I had with Mr. Naylor and an instructor in the Department of Library and Information Services, after I had read the article. When I inquired to both parties about possible contacts at the Cleveland Public Library, I chose from among these contacts the ones which seemed potentially most helpful, and later they proved to be essentially the same people. I was also able to find out more about the true nature of the project being conducted at Cleveland Public Library. This led to telephone conversations with Dorothy A. Zurick and Mr. James E. Rodgers (National Project Officer and Director of Urban Services for the Cleveland Public Library). The evenutal outcome was a trip to the Cleveland Public Library (for Terry Crowley, John Godfrey, Elizabeth Schuster, and me) where we met Miss Zurick, Mr. Rodgers, Mr. Stephen James and the woman who is the director of the Jefferson Branch neighborhood information centers. In addition to receiving copies of their report and questionnaire, we got some very valuable insight through our discussions with them and our observation of an actual day in a neighborhood information center.

However, before the article had even been brought to my attention, John Godfrey and I had discussed the possibility of visiting the Detroit Public Library. Here, an information referral project closely related to the one at Cleveland was underway (just how close the relationship was came to light during our subsequent visits to each and in my discussions with T. Crowley). John and I had planned the trip in connection with our research into existing library information referral services. The Detroit Public Library was our first choice due to its proximity (at that time John lived in Detroit) and due to the fact that John and the Department had some very valuable contacts there, particularly Miss Carolyn Luck and Mr. Robert Croneberger. Again we were able to ask many questions and were able to recognize the tremendous amount of work entailed in providing such an information service systemwide. We were also apprised of the kind of total commitment and co-operation necessary systemwide in order to accomplish this service. We came away from Project TIP (The Information Place)of of the Detroit Public Library impressed with the kind of necessary service performed there and with the certainty that such a service is just as necessary in Toledo and would make the library a more useful and responsive organ in this community.

When John and I returned to Mott Branch, we went directly to a meeting of the Program Development Committee of the MCAC. After we told them about our talk with Mr. Naylor, our Detroit trip and our findings, we suggested that the committee recommend that the MCAC give serious thought to an information service. We thought that knowledge of the community's information needs arising out of the study might dictate this kind of service. In fact, it was thought that such a service would be useful to the community in any case, whether or not substantiated by the study. The Program Development Committee agreed that the matter should be brought before the MCAC.

As a result of these two trips, John and I had observed two kinds of information referral services--system-wide and branch. We were both very impressed and convinced that an information referral service at the branch would be good for the Mott community. However, as impressed as we were with the service, we were just as wary of the other implications and concerns--for example, administrative, employment, budgetary and legal considerations. The entire library staff at Mott concurred in this respect with us.

All this time, I had continued to survey the available materials on the information needs study and I had constructed a list of variables and questions which seemed to get at the kind of data I thought most useful. Some of the questions and variables and some of the approach was borrowed from the above sources and adapted to this study. The other variables and questions and the rest of the design was mainly my own, however, I did receive some help from J. Godfrey, H. Doder, and some people in the department (as a matter of fact, Mr. Doder even gave me some released time during the week to work on the study design and matters related to it.) The main thrust of this study, in contrast to many others done in the library use sphere, was to be focused not on the demographic differences between users and non-users, but on the needs, problems, and wants of both users and non-users, and community organizations. I felt that this direction for the study would be more productive for both the branch and for the community. It would be more productive for the branch in the sense that it would make the branch aware of what areas the community felt important and necessary. The branch could then improve and redirect its programming and services to make it more responsive to the needs and wants of the community.

For the community, it would mean a more efficient and more comprehensive information program there, and, as designed, the community would have continued input into the choice and design of actual services. The community would also gain by the increased efficiency of other agencies or organizations, then, these agencies and organizations gain too by their increased capability. That Mott Branch alone could be so effective here as an information "coordinator" (to be discussed below) liaison where other agencies have tried and failed is probably almost complete rejection of some basic realities. Stringent budgetary considerations (with unpredictable and limited funding resources), the physical restrictions of a small staff (recently diminished by two full-time people) and an antiquated building (on which addition and renovation was recently begun), and the administrative problems of a new service which would take them into an area not usually associated with libraries--these are realities. Still, if the degree of communication implied by this co-ordinative function could not be accomplished by Mott for any reason, we felt that the satisfaction of the information needs and wants of community (and those of the agency and organization arms of the community) would be more than worthwhile goals and useful service. But we found however worthwhile and useful it would be, it would be just as difficult and involved to initiate and perpetuate an effective information service.

Admittedly, the idea of an eventual voluntary "information community coordinatorship" for Mott was my own invention, but it was a role I felt implied by the kind of data sought and service discussed for Mott. It is necessary here to explain what I mean by an "information co-ordinator" or "information co-ordinatorship." The term is used to encompass perhaps more than just the role of an information referral service or of an information clearinghouse--it could describe a service which would include one or both of those roles. The phrase was used here to give the reader more than just some indication of this author's uncertainty about exactly what form the service would assume. But, it also signals my reluctance to classify it and, thereby, limit it. Nevertheless, from all indications, the service would necessitate some processes essential to information referral service, advocacy, and follow-up or clearinghouse operations. Some such processes are information storage, retrieval, up-dating, and dissemination--all activities which could be associated with a "co-ordinatorship" or with either of the services mentioned above.

The difficulty of designing the instruments which were to get the kinds of data that library personnel, the MCAC, and I thought necessary would have been essentially the same if the scope of the intended activity had been limited to either information service (in fact, for any service which required the above essential processes of the "co-ordinator-ship").

[I had also anticipated that the data from agencies and organization would show a need for an information clearing house or "co-ordinator" role, which I associated with Mott. It seemed logically valid, even if it was logistically impossible.]

It is my understanding, however, that there does exist an organizational arm of United Central Services, the Information Counseling and Referral Center (now called the Information Referral Center), which is expressedly charged with providing services similar to these. In fact the "Purpose of the Center is to assist the community in making more effective use of its health, welfare and recreational services by (1) offering authentic information and consultation to individuals and agencies concerning health, welfare and recreation services; (2) providing short-term diagnostic counseling by social casework method: (3) referring to the appropriate community resource. Maintains a comprehensive index of available health and welfare services--eligibility services provided, etc." (Community Resources, Serving the Greater Toledo Area, Ottawa and Wood County, Vol. XVI, p. 60, Community Planning Council of Northwestern Ohio Inc., Toledo, Ohio, 1973)

It seems, then, that there already is machinery, at least there is an agency--designed to meet some of the information needs and wants of this community. However, I, personally, feel that these needs and wants have not been met with the existing machinery. Evidence of this fact is provided by the lack of knowledge of social services among the community residents. Further evidence is the lack of change in the socio-economic character of the portion of this community for which the Community Planning Council report cited in Chapter 2 is descriptive. (The Information and Referral Center will be mentioned in Chapter 5 with respect to a recommendation to the T-LCPL system for support for the information service to be offered at Mott.)

As mentioned above, the purpose for the study grew, and the difficulty of its design grew more than proportionately. Just as if the problems of its construction were not enough, I suffered a minor calamity after having spent so much time working on the variables, researching the literature, etc. I lost virtually all my notes following a car accident. At that time with my momentum and spirits broken, the task seemed even more overwhelming. The injury I incurred in that accident seriously hampered my physical mobility--obviously, this further slowed any progress on the study. To this point, even, the instruments for only one phase of the study have been submitted to the MCAC for consideration.

Solely on the basis of my car accident, the loss of my notes, and a series of personal setbacks alone, I find it relatively easy to justify the incompletion of the study, or of the study instruments at the time this thesis was begun. I admit that these were important factors in the delay but they were not the whole story. The most central problem was that the study was an extremely ambitious project from the start, and required much more time, and increasingly more work and expertise as time wore on. It was far too ambitious a project for the limited resources (financial, time and expertise) of the MCAC and for this CIS intern to accomplish in the relevant time frame.

During the time when I was working on the study and especially around the time of my accident, the working relationship I had in the MCAC was seriously eroding. But, almost from the beginning, there were some elements of discomfort and suspicion there. For example, it was thought within the MCAC that I would be getting a grade for my work with them, and the aggressiveness with which I pursued some matters was misunderstood. The urgency I felt in meeting the information needs of this community was misread as urgency in fulfilling requirements for a grade. As a matter of fact, at one point in a meeting, one of the officers said that she understood why I pushed so hard and felt such a pressing need to do something as soon as possible--because the quarter would be over soon and I would need something to justify a grade. At that time, I tried to explain that the accomplishments or non-accomplishments of the MCAC would not enter into a grade decision on my behalf. How could they? Who among those assigning grades would be close enough to the MCAC to observe first-hand the real intricacies of my relationship with MCAC operations? This attitude within the MCAC seemed to become more prevalent and covert as time wore on and it was manifested in their reactions to me and my suggestions. Others and I saw that my relationship with that group seemed different from anyone else's--I was not just a member of the MCAC, I was working for the MCAC to earn some course credit. This disposition of the Council probably had its roots in my introduction at my first meeting, though I thought J. Godfrey was careful to put my presence in perspective. He explained that I was interested in joining the MCAC, working with them, and a member of the Mott Branch community and that I would be joining the Mott staff as a CIS intern working on my Master's Degree. Nevertheless, my situation grew so bad that I had to consult Miles Martin and Douglas Zweizig in the Department and the Staff at Mott.

In retrospect, as a point of caution to other CIS interns who might be so fortunate as to spend their internships with agencies or organizations working on their critical information needs, perhaps I should not have been so aggressive. Maybe, it was easy to misread my actions and statements. The aggressiveness and enthusiasm with which I pursued MCAC matters was due to the urgency of the need for effective information service in the Mott Branch service area; effective information service in this community was important to me. They were only expressions of my confidence that an effective MCAC would be a step in the right direction to help Mott address some very real needs of the community it served (the community to which I too belong); they were also the expression of my willingness to expend whatever energies and few talents I had to help in bringing a more responsive library service through the MCAC. When a student undergoes the type of training effected in this program, the potential CIS sees many problems as information needs and learns to sensitize people to information needs. He further sees information as an instrument of change which fact makes effective information an important ingredient in improving any peoples' chances for betterment. So the CIS is generally well-impressed by the power of information and understands the processes basic to information. It is then most difficult not to reflect such enthusiasm and also difficult to use a perhaps more productive, more easily accepted low-key approach to the organization or agency and its purpose. I would recommend this kind of low-key approach, regardless of the personal commitment the CIS might feel (to the agency, its purpose and/or its clientele), because of the feelings of distrust or resentment a more aggressive role might generate. Also, in cloaking one's zeal somewhat, it would probably be easier then to avoid one of the mistakes this CIS made--overcommitment due in part to a kind of idealism and enthusiasm quite like that of a boy with a nice new hammer.

During my ensuing meeting with Miles and Doug, it was suggested that I inform the MCAC that they advised me not to continue with the study and to curtail some of my other related activities. The rationale for my "discontinuation" was to be that my adviser thought the information study was not necessary or related to my course work; that the study did not have sufficient financial or personal backing to have a good chance for successful administration, or for valid results anyway; and, that my work with the Council was too time consuming and keeping me from my other school requirements. The reason for my "discontinuation" was that perhaps, if the MCAC saw that my activities on the Council were voluntary just like their own, they would accept me and regard my suggestions and my responsibilities in the same light as those of other members. Soon after this meeting, I advised the Mott librarian staff of what my "new" status was to be with respect to the Council. At the next few meetings of the MCAC and its subcommittees, I explained the circumstances of my "discontinuation," but I did agree to work on the projects on a voluntary basis against the advice of my advisers. My new status seemed to be fairly well-received.

Of course, not all of the difficulty and frustrations I felt in my relationship with the MCAC can be laid to the situation just described. Some of it can be directly attributed to personality differences and conflicts, the frustrating nature of MCAC operations, communication gaps (which I particularly felt), and simple differences of opinion. Discussion of the first and

and last of these factors is not necessary due to their nature. The second was fully revealed in the previous chapter with some deeper insight offered in the beginning of this chapter. The third element is akin to all of the other compenents and is probably caused by them.

Given the above parameters and aspects of my involvement with the MCAC, I am sure that anyone would have considerable difficulty in evaluating my total performance and activities in MCAC related affairs. In general this difficulty is a constant whenever a person's accomplishments or a person are examined in light of a set of objectives that are determined without regard for human variables such as those described above (e.g., personality differences and conflicts, accidents, etc.). If these objectives did take such things into account, the definitions and job descriptions would contain more phrases like "as nearly as possible," and lots of "ifs." The definition and potential functions of a CIS, enumerated in the Introduction (page 16) for a CIS, were written without regards for these immeasurable, but important human factors. In this sense, the "definition" represents a set of standards which could be met only under ideal conditions. Be this as it may, my task in the rest of this chapter is to evaluate my own work in terms of this definitive outline. In this, I will try to assess the effectiveness of my work on the structure of the MCAC, its operation, and the attainment of its goals.

The definition of a CIS and his potential role is as follows:

A 'community information specialist' (CIS) is
(1) a person who meets the 'information' needs of a 'community' consistent with the parameters defined by the 'information environment' of that community. The CIS person

(2) must be able to appraise the information environment of the community; further

(3) to assess to the entent necessary the information needs of the community;

(4) to evaluate the knowledge sought as to its potential for meeting those needs and if necessary, recommend alternatives;

(5) to formulate and perform effective search procedures for obtaining the necessary facts;

(6) to put those facts into some form in which they could be understood and used; and

(7) to make such facts known to the community.

(The prefix numbers were added here to make the following references to these items easier to follow.)

Exactly what I did in regards to each of these areas is detailed at length above so I will not repeat those things mentioned already but merely attempt to gauge their effects.

With respect to the first point, it is a general description of the types of activity in which a CIS is involved. From the nature of this statement and the definition of information needs, community, and information environments, it is obvious that there are probably several people who perform as CIS's in some respect in any group. I found the MCAC no exception in this respect. Perhaps those who were doing things associated with meeting information needs were not even conscious of the implications of their accomplishments, but there were others who were aware. I was one of those who was aware and one of those whose actions usually had purpose--of course much of my awareness and direction was directly attributable to the training I received in the Library and Information Services program.

One of the areas in which this training proved most valuable was in appraising the information environment of the community (point 2). Here, "community" refers to the MCAC and the information environment I described was that of the MCAC. I found that I was able to depict the three-party communication link-up. I was able to analyze the communication which took place internal to the MCAC and external to it, with the library administration and with the community served by Mott Branch. Of course, one of the most essential components of such an information environment consists of the group's information needs; these must be met to some extent in order to assure direction and relevancy of the group's actions (point 3). This third point demonstrates the interrelatedness of all these functions.

In respect to meeting the information needs of the MCAC, I was able to identify most of the areas of need and to assess the facts sought in terms of their potential for meeting those needs (point 4). Internal to the Council, I worked on successful subcommittees which developed by-laws and a viable committee structure--these activities supported attempts to meet an obvious need. However, relative to the interface of the MCAC and the Mott Branch community, my actions met with much less success. I was able to identify generally the areas of the community's character which the MCAC needed to know, but that was all. I developed a study structure and one instrument (of the three necessary) which were to assess the relevant data. In the midst of the design, the realization that the MCAC did not have the necessary resources (time, expertise, or monetary) and that perhaps this CIS did not have all the tools for such an ambitious project dawned upon me. And, even with the results of the study, what guarantee did we have that the library would be able to initiate services to meet the community's needs or that necessary funds would be available for the construction of a building which would have the required facilities? These questions and the problems, mentioned above in my relationship with the MCAC, dulled my enthusiasm for the project considerably.

In an attempt to circumvent some of the difficulty implied by limited resources, I proposed to the Council a strategy where we perform studies on only one or two of the original levels (the agency or organization and the schools) and rely upon increased membership for community support and imput. This was the only viable alternative to the three level study I could conceive of at that time which would give the MCAC the data it needed and would require considerably less resources (points 4 and 5). The original design, I felt, would have been the most productive (if impractical) in terms of data and publicity and, anything less would not have been as productive.

With respects to points 6 and 7, I was not successful to any degree, because we did not (and have not, at this time) get to this point in our flow-chart. The defaults in these two areas are due to the fact that the studies were never done.

So, with respect to areas 1 through 4, I claim considerable success; in 5, limited success; and in areas 6 and 7, no success.

Just how the Library and Information Services program contributed to the performance of this CIS in these areas is the topic of the next chapter. I will attempt to gauge the effect of the curriculum and the program in the Department of Library and Information Services, at The University of Toledo, on me with regards to preparation for work and on my performance in this capacity. I hope to make several operational suggestions for improvement in the program which would be valuable in training students and professionals in similar capacities with similar demands. These suggestions will be based upon my experiences both in the program and during my internship. Also in this next chapter, I will synthesize recommendations to the MCAC, T-LCPL, and Mott Branch.

Chapter 6

CONCLUSIONS--RATIONALE AND RECOMMENDATIONS

The purpose of this chapter is to provide and to organize the bases of my evaluation of the program of Library and Information Services and to evaluate this program in light of these bases. I will also make some recommendations for the improvement of the program and synthesize recommendations to T-LCPL, the MCAC and Mott Branch library. It is important to the reader that, in reading this, he keep two things in mind to insure a proper perspective. First, this evaluation and all the recommendations herein are based solely upon my own experiences as provided in the environments of the department, Mott Branch, and the MCAC. In fact, the unifying thread of this chapter will be my experiences, insights, rationale, and my interpretations of certain situations I confronted in these environments. The second thing is the time element--my formal academic training in the department took place from Fall, 1972 through Spring, 1973. My most active involvement with Mott Branch library and the MCAC occurred during the spring and summer of 1973 This time factor looms very large, especially considering the date of the completion of this thesis (Winter, 1975).

Mott Branch library and a description of its total character was the topic of Chapter 2 of this thesis. In this chapter, I listed many of the services offered at Mott and, also, many of the activities in which Mott's staff has been involved. The account I gave in that chapter has considerable historical meaning with respect to Mott. Mott has long been committed to serving its community. Generally, wherever the staff saw a need that Mott could address,they mobilized whatever resources they could to meet that need. Sometimes when normal library channels would fail (e.g., in the procurement of magazine subscriptions), they purchased potentially useful materials with their own money. Many other times, the staff demonstrated its knowledge of the community by obtaining titles in which many community people would be interested. (This is a difficult task sometimes, particularly when requests for specific titles are relatively rare.) Also, it is not unusual for the staff to assist patrons in respects other than those relating to traditional library activities. They are known to give special tutorial help where necessary. These are a few of the definitely positive factors I was able to observe during my employment at Mott (See Chapter 2 for a more detailed discussion of Mott's character.). To my knowledge and from all other indications, Mott has continued along these same lines of effective service, even in the face of a staff reduction.

With all of the good service it has been able to give, Mott has probably not been as effective as it would like nor as effective as it could be, even in the face of stringent budgetary, facility and personnel conditions. Mott's staff would like to reach more of the community, to make its collection and other services available to the community, and to become a more useful and valuable agent in community lives. In order for Mott to do this, it was seen that the branch would need among other things, considerable community involvement and participation, "a new image," and some difficult to obtain data. Previous to the establishment of the MCAC, this matter was mainly the responsibility of the branch and of the library system. A tacit admission that the library system was unable to elicit the necessary response from the community was the library's expressed desire for a community advisory council to generate just this kind of support and information. (That the library system and Mott, particularly, supported such a radical tactic is evidence of their commitment to serving this community.) From these humble beginnings, the MCAC was born. It was meant to be a vehicle by which Mott and the library system could get the response necessary to make Mott and its services more relevant. (Of course, this was not the only reason for the MCAC's existence!!)

With the advent of the MCAC, it seemed reasonable to assume that the branch and the system would be able to relinquish the responsibility of elliciting the required response of effectuating a new relationship with the community. The library system had created the means by which these things could be done. The plan had great potential, but it would know little success unless the MCAC came to the front as a viable force in community affairs. But this emergence of the MCAC was, and is still, dependent upon many things over which the MCAC has little control. It is in these uncontrollable factors (to be discussed below in regards to recommendations to the MCAC), that I find the rationale for recommendations to Mott Branch.

First, I would advise Mott Branch not to abandon its own methods and efforts to improve its relationship with the community, that is, it should continue its own efforts to involve itself in community affairs and to involve the community in branch activity. It would be very easy to depend solely upon the MCAC to perform in this regard, but it could be perhaps just as unfortunate.

This second recommendation is closely related to the first. Mott should not regard the MCAC as the only source for suggestions for the initiation of new services, that is, the Mott staff should not suppress its own innovative spirit in an effort to assuage the ego of the MCAC. I am not suggesting that Mott Branch should ignore or bypass the MCAC--I mean only that, given the MCAC's present status, Mott and the community could perhaps best be served if the branch would perhaps take a more aggressive approach. This action might be difficult to do now--given the expressed purpose of the MCAC, Mott's commitment for almost total enactment of MCAC recommendations, and the already established tone for the MCAC-Mott relationship. It would involve a slight change in emphasis for the MCAC, from more of the initiation and design of new services to more of the reaction to and tailoring of new services to meet the needs of this community; the MCAC should not be the sole source of new programs or services. The MCAC's contribution to Mott in the latter area could be as important--if not more important--as in the former area (See below in the recommendations to the MCAC), it will be considered from the MCAC's point of view there.) This recommendation seems well based to me, especially considering the fact that Mott's staff probably has better access to innovations in library service through the literature and frequent meetings. However, the MCAC would probably be more able to decide on the form, the method of delivery, or, in some cases,the desirability of such new services.

My third suggestion to help Mott to increase its ability to serve this community is something that is quite likely already in operation to some extent. It simply entails making the MCAC aware of existing services and new services offered at other branches. Those services which the MCAC and/or Mott Branch felt would be useful and valuable to the community could be adapted to the needs of this community.

Fourth, to the extent possible, Mott should press the T-LCPL administration to investigate avenues for obtaining special funds for library service to "the disadvantaged." Much of the community which Mott Branch serves coincides with the Model Cities area and contains the areas of the Roosevelt and Washington district urban renewal projects. There are numerous other locally or federally funded projects for "the disadvantaged" in operation in the community. The rationale and precedent have already been established for special services to the most of the community. So, perhaps Mott would be able to obtain some funding (in addition to the revenue sharing money which is being used for construction costs) to initiate and maintain special services for the community. It is now considerably more difficult for this recommendation and its effects to be carried out to their fruition because much of the federal and local mechanisms for such community service development is being dismantled (e.g., Model

Cities, HEW, HUD, and the LCSA). In conjunction with this, I would urge the Mott staff to request the T-LCPL administration to permit them to attend any promising workshops in the area on service to "the disadvantaged," or clinics which would help them to understand "the disadvantaged" and the nature of their special problems.

It would, perhaps, also be helpful to the community if Mott could send brochures to churches or organizations about existing services and additions to the existing ones. This is already done to some extent at Mott, but the brochures are generally in the branch for patrons to pick up as they come. The staff and other people do, however, make use of this medium to announce special events at the branch.

If Mott Branch were to act upon these recommendations, I think they would be able to better serve their community. Of course, Mott is limited in some of these regards due to budgetary and administrative considerations. However, the branch could probably institute a few of these changes to some extent.

In regards to the MCAC, I would first recommend that they continue to pursue basically those same objectives they adopted in the "Goals and Objectives of MCAC" (See Appendix L.) The only goals which could be considered achieved (and in that sense terminal) are those that relate to securing funds for and planning a new facility (goals 7 and 8). The other goals espoused by the council have a certain perpetual, on-going, or non-terminal quality and, in this sense, should probably be the concern of this group indefinitely. (Besides, the accomplishment of any of these remaining goals would be only an achievement of degree. That is, no matter how well the

MCAC could perform these functions, there would always be room for improvement.) This does not mean that the MCAC should limit itself to these goals. Nor does it mean that, in retaining these goals, their priorities should remain the same. In fact, I would also suggest that not only should they remain as objectives of the MCAC, but also that they be reassessed and priorities reassigned if necessary. (At a recent meeting of the MCAC, it was recognized that these same goals had not been achieved to any meaningful extent. It was, therefore, suggested that the Council retain this portion of the "Goals and Objectives of the MCAC." However, there was no mention of priorities at that time.)

I think that the MCAC could perhaps better serve the community and Mott, if it would direct more of its attention to reacting to proposed services and tailoring potentially effective services to this community. This redirection would probably unsheathe much of the creative spirit of the Mott staff and, maybe, provide for more effective service to the community and more meaningful contributions on the part of the MCAC and Mott themselves. I think this re-orientation would be important especially within the MCAC; it would give it more direction, more of a discernible purpose, and more of a feeling of recognized accomplishment.

Further, in regards to the matter of direction internal to the Council, the MCAC had taken care through the adoption of a set of goals and objectives that any new persons who joined would know its purpose and priorities. For the MCAC to draft a similar statement would probably lessen the possibility of people becoming involved and then losing sight of the aims of the Council. The lack of such a statement, I would guess, was probably part of the reason much of the membership of the MCAC was lost after its first year--it seemed that most of them thought the purpose of the MCAC was met when final plans for the building had been made. So, soon after elections for new officers are held, goals and their priorities should be set and printed for the coming year. The Council would want to have enough flexibility, however, to insure its ability to handle relevant eventualities in the MCAC-community, MCAC-Mott Branch, Mott Branch-community, community-T-LCPL, and Mott Branch-T-LCPL interfaces.

Still with this change in emphasis, the MCAC would still need considerably more knowledge of the community's needs and wants than it presently has. So, the MCAC should also continue to work on the information study in this community. (The MCAC has recognized that the development of such a study is a very ambitious project and as such, should be the responsibility of more than just one person. However, to this point, nothing more has been done in the way of establishing group responsibility for the project nor has any more work been done on the study itself. Also, in this regard, the Council should activate the important canvassing committee which is to establish the necessary contact and provide a means for communication which must exist between the MCAC and the community to insure the essential information transfer. The MCAC should also reactivate the Program Development Committee so that the Council and Mott Branch could generate and mold services in response to the needs of the community.

The real essence of this recommendation to the MCAC is that, even though some suggestions are aimed at relieving some pressures internal to the Council; of them,all are expected to make it possible for the MCAC to concentrate more effort on its goals and objectives rather than on its own existence and structure.

For the MCAC to be ultimately effective, the T-LCPL must be committed not only to enact program changes, but also to explore and ellicit whatever agency services would be essential to the performance of MCAC tasks. For example, the T-LCPL should explore with the Board of Education the possibility of distributing library and MCAC materials through the schools to students and to their parents. If this were possible, it would give the MCAC a valuable means of bringing about effective information transfer with the community, i.e., in its external information system. In this same vein, the library's importance as a potential source for adult basic education, GED, and regular adult night students could be shown and their use promoted through the circulation of such materials in schools.

Also, as mentioned in Chapter 5, the T-LCPL should investigate the possibility of some co-ordinated effort with the Information and Referral Center of the Community Planning Council, or even the possibility of staffing and initiating such a service to the community through Mott Branch. In any case, the T-LCPL should apprise the Information and Referral Center of the existence of the MCAC.

I would also recommend that T-LCPL pursue the matter of potential federal funding especially for projects related to the

Mott Branch community under the direction of the MCAC. As mentioned above in Chapter 4, the rationale for the "disadvantaged"-ness of parts of the community has often been "established" and used in the creation of other service agencies, e.g., Model Cities, Urban Renewal, and others. So it would seem that the rationale and need for such action is apparent.

Further, in regards to future attempts by T-LCPL to enlist the support and input of the community through voluntary community advisory committees, I recommend the T-LCPL define explicitly the particular areas of concern in fairly broad terms and that they make the responsibilities, duties, and initiatives of all bodies concerned (T-LCPL, the committee, etc.) clear. Much of the early ambiguity and resulting frustrations surrounding the MCAC and its purpose would probably not have been necessary if this had been done. That is, it should have been clear (or as clear as possible) from the beginning what the relationship between the bodies (T-LCPL, the committee, etc.) was to be, which responsibilities belonged to whom, and to whom responsibility for impetus for certain projects would belong.

Another area of concern closely related to this lack of definition is exemplified further by the early state of affairs in the MCAC (the ambiguity, frustrations, need for purpose). I am speaking specifically about the aura of intrigue surrounding the construction of a new building. Support for this construction seemed to be one of the most important reasons (if not, the most important reason) that the T-LCPL initiated the MCAC. It was also used as a powerful advertising gimmick to get people interested in the library (which was necessary considering the indifference of many community residents to the library) and in the MCAC. It was so powerful a gimmick that some committee people saw this new construction as the purpose of the MCAC (which might well have been the case!). But this caused trouble later when it was feared that budgetary problems would force the abandonment of the construction. I believe that this feared abandonment caused the reconsideration of some members and the consternation and resignation of some others. So, the T-LCPL should be careful in its further efforts to enlist community advisory committees that the "advertising gimmick" used to attract the committee does not become the purpose of the committee (--unless, of course, it is meant to be).

Finally, a last word of caution to T-LCPL--the T-LCPL should not look to the MCAC as the only source for input into programming for Mott. T-LCPL personnel have a better knowledge of innovations and advancements in the area of library service than would the MCAC. The MCAC's should be not only an instrument for innovation and ideas, but also an instrument of reaction to ideas. Should the present situation (i.e., leaning solely upon the MCAC for ideas for service, etc.) and relationship between the MCAC and T-LCPL continue, I do not anticipate the improvement in library and information service that was hoped for in this community. Under existing circumstances should the MCAC not be able to carry the burden which is now upon its shoulders, (i.e., bringing about effective information service in this community, given the full support of the T-LCPL) and the community still not have more effective library service, the T-LCPL should not feel that it has done its best. T-LCPL should not feel that it has no responsibilities for input and innovation into library service for this community just because it has created the MCAC.

I do not maintain that my analyses and recommendations are the only correct ones. While I made every effort to be objective, and to base my evaluations and recommendations upon valid criteria, this work is still only my own. While, it is true that no two people would likely have regarded the same situations in the same light, the fact remains that I am the only one who was in these circumstances and had these experiences. Whether or not these recommendations are viable, and the reporting accurate, is open to debate, but no one can argue that I was not in a position to observe the phenomena in all these environments. Then, the validity of the recommendations for and the interpretations and analyses of the information environments of the MCAC and Mott Branch (as well as the evaluation of the Library and Information Services Department, itself) must also be dependent upon the effectiveness of my training in the Department of Library and Information Services. But, not only would my evaluations and recommendations be dependent upon that training, my performance as CIS in these environments would be especially a function of such training. My performance would depend, too, upon many personal factors outside the control of formal academic preparation, for example, my personality, dedication to the project, and my ability to work with the people already in those environments.

Nevertheless, I will try to evaluate the effect of the program on me and the preparation I received in the program for performing in such a capacity and to recommend certain changes in the program based upon this evaluation.

Just exactly how much of whatever capability I felt in working in these environments--in analyzing and evaluating characteristics, actions, performances, and in making the resulting recommendations--is attributable to the training I received in the Library and Information Services program, (henceforth, the Program), I do not know. But, I do know that almost all of my "insight into the potential of the public library as a social institution and as a distinctive facet of the city's communication network" (See Appendix N.) was gained through my participation in the Program. This insight proved truly invaluable in my work both in the MCAC and at Mott Branch. Still, this is not the only way in which the Program prepared me for my internship at Mott. In fact, in addition to instilling the insight mentioned above and the basic skills of information selection, acquisition, organization, and selection, the Program was designed to develop:

> An understanding of and sensitivity to the informational and related needs of people in communities of various kinds;
>
> An understanding of the functions and informational needs of the social, business and governmental agencies serving communities;
>
> An understanding of the city: its organization both at the official, bureaucratic level and at the less overt, but equally powerful grass roots community level;

> Some feeling for the quality of life among community residents, with an understanding of the various ethnic and cultural groups, the social agencies, public and private, which operate in and for the city. (See Appendix N.)

A program which had these goals and was only marginally successful in accomplishing them would be a definite factor in the performance of any participant in the environments of the MCAC and of Mott Branch. I would maintain that the faculty and program in the department were more than just marginally successful--just how successful is another matter open to debate.

The program was successful partly because of the course offerings within the department, the sensitivity and effectiveness of the faculty, and the special learning experiences provided in the department. Here, it is especially important to mention again the lapse in time between my full participation in the Program as a student and the time of this writing, a period in excess of a year.

With respect to the course offerings in the department, the list of courses as it appears in the 1973-1974 Graduate School, University of Toledo Bulletin is as follows:

501--INTRODUCTION TO LIBRARY SCIENCE. 2 hours. Department faculty discuss their views concerning the present and future of Library and Information Services, their academic interests, and orientation. Brief history of books and libraries. 182:501

502--LIBRARY MATERIALS EVALUATION AND SELECTION. 3 hours. Principles of selection evaluation, and acquisition of books and non-book materials with emphasis on the needs of adult users in a changing culture. Economic criteria of librarianship and the publishing trade. 182:502

503--INFORMATION SOURCES. 3 hours. The major bibliographic resources of the humanities, social sciences, and science and technology, together with a consideration of special aspects of reader guidance and reference service in these areas. 182:503

510--SOCIAL ENVIRONMENT OF INFORMATION SYSTEMS. 3 hours. This course attempts to develop an understanding of the major principles of human communication, organization theory, and group dynamics and their application to the management of libraries and library networks. 182:510

520--COMMUNITY INFORMATION NEEDS AND RETRIEVAL. 6 hours. The information needs of particular types of community organizations and methods of satisfying these needs. Students work closely with existing community organizations. 182:520

601--LIBRARY AUTOMATION. 2 hours. Basic elements of computer systems analysis and programming; automated library processes; methods of estimating cost effectiveness of proposed automated processes. 182:601

602--THE ORGANIZATION OF LIBRARY MATERIALS. 3 hours. The organization of books and non-book library materials; emphasis on logical aspects and basic principles of cataloging and classification of both print and non-print materials. 182:602

610--LIBRARY ADMINISTRATION. 3 hours. Some of the major principles of management science, including systems analysis, management by objectives, and inventory control and their application to the administration of libraries and library networks. 182:610.

630--FIELD WORK. 2-12 hours. Prerequisite: successful completion of a written comprehensive examination on the core of Library and Information Services. Assignments to work with community organizations and libraries as an information evaluator, collector, and disseminator. Designed to permit direct experience of information problems in urban social environments. 182:630

640--FIELD WORK SEMINAR. 2 hours. For students who are engaged in field work to discuss their information problems, learn how to develop new information sources, and to evaluate their own professional behavior. 182:640

650--INDIVIDUAL STUDY IN LIBRARY SCIENCE. 2 to 12 hours. Prerequisite: adviser's consent and permission of instructor. Designed to provide students an opportunity to carry out independent study on professional library problems under the direction of the instructor. 182:650

660--MASTER'S THESIS. 5-15 hours. 182:660

Though this list appears in the 1973-74 bulletin, the courses were essentially the same in the academic year, 1972-73. An in-depth perusal of this list would indicate a very ambitious, intensive, and well-conceived core of coursework. However, that is just what it is--core coursework. There are no courses, or actual openings in a student's schedule, where a student can study in a particular area of information service. This is true despite the appearance of the "Individual Study in Library Science" course in the bulletin. The training is so intense and the schedule so tight that, in order to complete the Program within the designated time (one year), a student would not likely be able to take advantage of the individual study. (A fact that makes this particular lack even more significant is that the individual study is not really intended to serve the purpose of "individual study" within the Program. Its main intent is to provide students in the department, who began their course of study before the change in the department, a means of completing their graduation requirements.) Perhaps the faculty reasoned that, with selective choices and interviews for their student population, they could almost insure sufficient self-determination. (But this particular rationale for his selective policy itself would be a form of overt discrimination--a situation I am sure the department would not condone.) Still, most students in my class in the Program voiced a strong desire for some individual direction and programming with parity to courses already established. Such a strong feeling in my class might have been partly caused by the fact that almost all the emphasis on learning in class was on a group basis. That is, the "group" was so important that the significance of the individual's needs would seem almost to pale in the face of the "group." To my understanding the classes in the interim have a weaker group identity, mostly because of the way in which their classes have been organized. Still, the fact remains that there does not seem to be sufficient programming for individual interests. But, I am convinced that this particular deficiency in the Program is due to the fact that the department has been unable to secure additional faculty. Meanwhile, The University of Toledo holds that its fiscal position is not such as to allow the hiring of any additional faculty in this department. If the department could get full-time positions, it would be able to effect some individual programming and co-ordinate more of its offerings and training with other departments to fill some potential voids, (e.g., with the Educational Media and Library Technology programs).

An area of information service which I felt the Program virtually ignored even when I was taking coursework became especially clear to me during my internship at Mott. During my work with the MCAC, I was to be responsible for the design of information study--questionnaire design, population sampling, and compilation and interpretation of results. I remember raising the issue of the need for such preparation in the program, but at that time barely superficial treatment was given to this phase of information gathering. But, as anyone close to the Program would anticipate, the department later developed some means of meeting this need.

As a matter of fact, according to the 1974-75 Graduate School University of Toledo Bulletin, the department has instituted two new courses with the following course descriptions as they appear on page 64 of the bulletin:

> GOVERNMENT AND PUBLIC DOCUMENTS. 3 hours. Survey of public and non-public governmental and public service agency documents at federal, state and local levels, the availability of these documents to satisfy community information needs will be investigated. 182:603
>
> RESEARCH METHODS IN INFORMATION SERVICES. 2-12 hours. Current techniques used in information research. Emphasis on statistics, sampling questionnaire design, survey models, user needs studies, and quantitative models of information flow. 182:620

I am sure that the reports of the field experiences of my class weighed heavily in support of the institution of these courses. Though we did not have classes which were designed especially to train students in these two areas, the faculty was most capable and willing to give students who had problems in these areas as much assistance as possible during their internships.

In particular with regards to the faculty in the department, I have spoken already of the need for additional positions. However, those who were members of the faculty, 1972-73 (Dr. Terrance Crowley, Mrs. Kathleen Voight, Mr. Angelo Wallace, Dr. Douglas Zweizig, and Dr. Miles Martin, Chairman) proved to be very knowledgeable and sensitive people with considerable insight. Their particular talents and the interests of each seemed to complement those of the others well. However, during my matriculation, some of these people within the department were forced to pay the cost of the development of a new program. For example, the responsibility for the sometimes lack of direction or ambiguity in the program (and the resultant distrust) would be placed upon certain individuals. I am sure that certain members of the faculty felt that they were bearing the brunt of some individual resentment because of the perceived irrelevance of some course material.

As mentioned above this faculty seem endowed with tremendous insights in the field of library and information services, and, in most cases, demonstrated an ability to empathize with subject populations. However, it is my feeling that, in order to instill an ability to relate to a community, to effect meaningful communication with the community, and to meet the information needs of that community much of the necessary perception and understanding could best be imparted by members of that same community. Historically, those who have been stripped of, or in some cases, simply denied effective information service have been members of minorities. And, these are people who perhaps could benefit most from the service for which this department is training students. And, these are the people who are the subject population of much of the discussion in class. So, I would recommend that, of the next two new full-time positions available in the department, one be filled by a woman (since there are presently no women full-time instructors with Mrs. Voight's departure) and at least one be filled by a member of a racial minority.

The faculty has made sure that students enrolled in the program will have a host of special learning experiences. They have invited community leaders and faculty from other departments within the University to give presentations to their classes.

Classes were taught in modules rather than in the traditional manner, and they were generally team taught. Examinations were generally given in areas of information service where the students were expected to perform as professionals. Other innovative teaching techniques (e.g., in basket-out basket problems, examinations and learning devices, and new programmed texts), were part of our experiences. These learning devices seemed to be especially well-received, effective, and in tune with the Program. I would recommend that all these techniques be retained in the Department or be further refined to effect an even more valuable experience.

In conclusion, I would like to state that all of the above, that is, the complete text of this thesis (the rationale, analyses, evaluations, and recommendations) should be testimony to the effectiveness of this Program and the worth of the experiences provided me by Mott and the MCAC. I hope only that whatever criticisms and recommendations I have made to the MCAC, Mott Branch, T-LCPL and the Department of Library and Information Services will be taken in the spirit in which they were written. All of our aims are for growth and improvement, and this is the spirit in which this thesis is written.

BIBLIOGRAPHY

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Appendix A

AN EXCERPT FROM THE TOLEDO-LUCAS COUNTY PLANS COMMISSION REPORT ON ITS SURVEY OF THE LIBRARY DISTRICT

Mott

Sixty-nine percent of the registrants of Mott branch were found to reside in five of the seven census tracts comprising its service area. Tract 25 was found to be the place of residence of 21% of the borrowers. Seventeen percent of the borrowers were found to live in tract 33 in which the Mott branch is located. Proportions of borrowers of 14%, 10% and 7% had places of residence in tracts 36, 26 and 32 respectively. Other groups of registrants in smaller proportions were found to have residence in tracts 22, 14, 24.02 and 67.

Mott

The area served by the Mott branch, which contains a population of 29,300 persons, is a portion of Toledo's center city whose residents predominantly black. The area is bounded roughly by Monroe Street, Bancroft Street, Hawthorne, Smead, Dorr, University, Nebraska, the western boundary of Scott Park, Hill Avenue, Westwood, the Penn Central Railroad, Hoag, Belmont, and Collingwood Blvd.

The Mott service area experienced a twenty per cent population loss during the decade of the sixties, due in part to large scale demolition of housing stock for expressway construction and urban renewal and the resultant heavy out-migration of Negro families from the ghetto. The proportion of the service area's population comprised of Negroes increased from 62% to 77% during the 1960-1970 period. The share represented by persons of foreign stock decreased from 16% to 9% during the same period.

Children of elementary school age constituted a 20% share of the service area's population during the sixties while the proportion of persons of high school age increased by 4% and the share of elderly persons rose by 2%. The proportion of high school graduates in the area increased by 10% during the decade of the sixties while the share of college graduates remained stable during the same period.

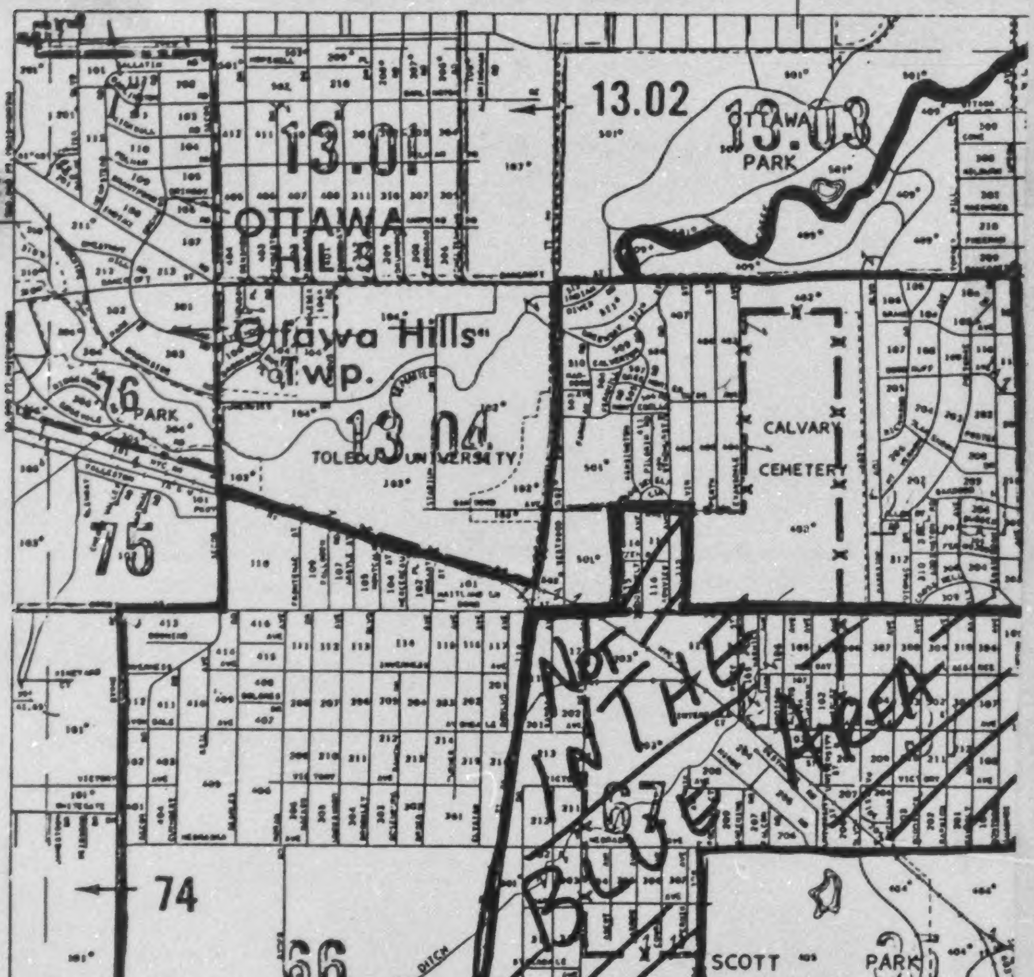
Extensive urban activity in the Mott branch service should result in extensive commercial and multiple dwelling development in the coming twenty years. It is predicted that this type of development will recoup some of the recent population loss in the area.

The Mott branch library, located at 1085 Dorr Street, was opened in 1918. This facility, which is situated on a ½ acre site, contains 6,000 square feet of floor area and houses a collection of 27,100 volumes. In 1973, 46,000 direct loans were made from the Mott branch, a volume of circulation which was less than half of that in the year 1940, a decline directly attributable to the changing population in the service area.

The Trustees of the county-wide library system have recently contracted for the construction of an enlarged branch at the site of the currently operating Mott branch.

Appendix B

A MAP OF THE MOTT BRANCH SERVICE AREA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Ottawa Hills
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CALVARY
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IN THE
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SCOTT
PARK
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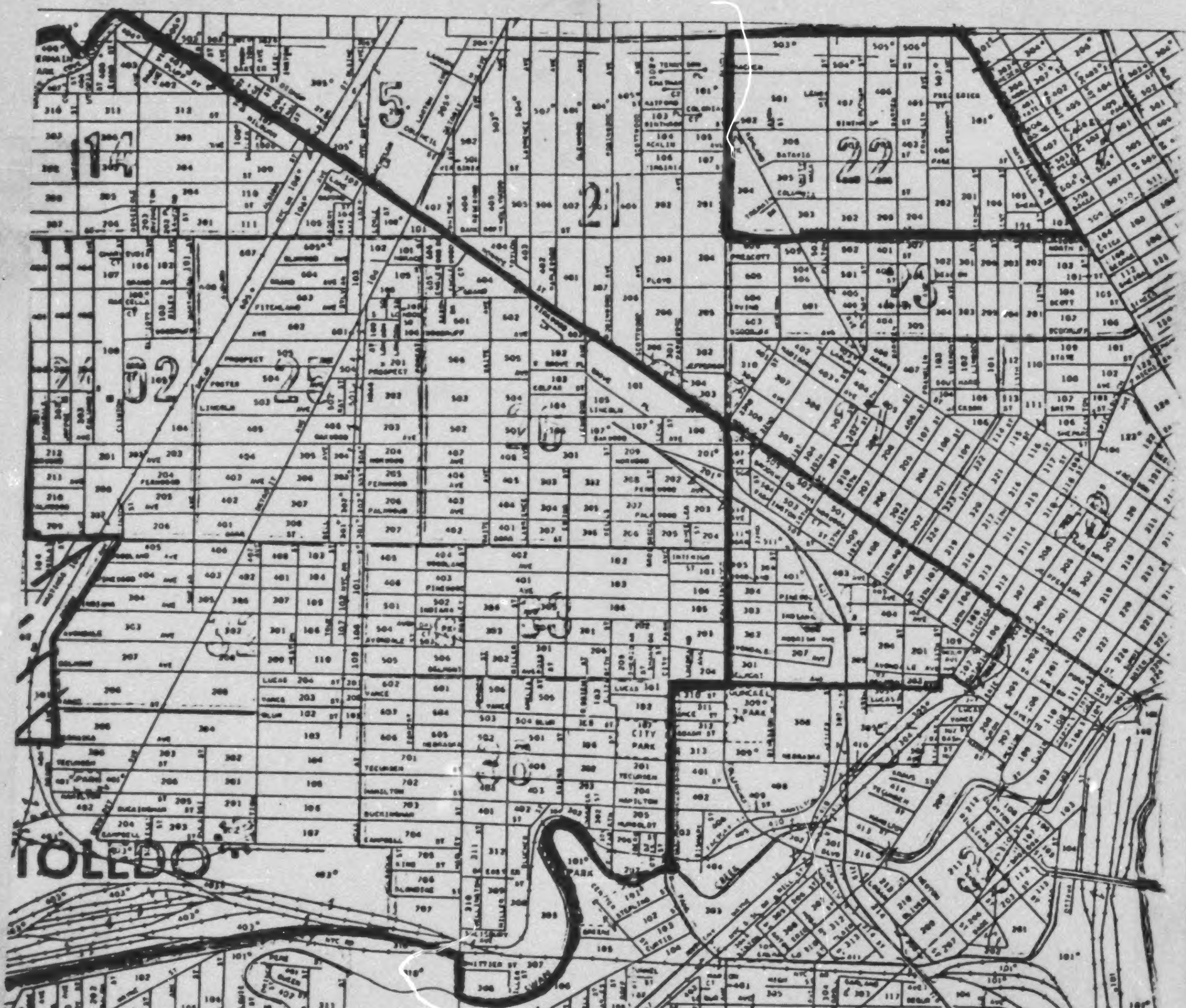
PARK


14
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TOLEDO
CITY PARK
HIGHLAND PARK
4

APPENDIX C

THE COMMUNITY PLANNING COUNCIL REPORT, "SPEAKING OF RESEARCH, THE DORR AREA"

May 1, 1974

SPEAKING OF RESEARCH

The Dorr Area

The Dorr Area is the sixth report in a series of studies focusing on various neighborhoods in the Older City Area. This area is bounded by Monroe Street on the Northeast, the Parkside Area on the Northwest, and by Swan Creek and Airport Highway to the South. The Dorr Area is composed of census tracts 25, 26, 32, 33, 34, 35, 36, and 37. The attached map further delineates this area.

There has been a good deal of fluctuation in the population within each census tract in the Dorr Area. Each tract has shown varying degrees of gains and losses. The area as a whole has lost one-quarter of its population since 1960, with census tracts 26, 34, and 37 having shown the greatest population decline. Of the 31,459 persons in the neighborhood in 1970, 36.3% did not live in the same house in 1965. Of this group, slightly over one-half had previously lived elsewhere in the City of Toledo. The other half in-migrated from states outside this metropolitan area.

The population flow within the neighborhood has occurred within a context of changing racial composition. The area has become a predominately Negro area, and has lost 8,500 White inhabitants since 1960. The Negro population, which presently accounts for 84.6% of the total population peaked numerically in 1960 and then lost 3,500 persons in the last decade. In all census tracts, Negroes outnumber Whites and persons of Other races, but census tracts 25, 26, 33, and 37 all contain over 90% Negro inhabitants.

TABLE I.

Racial Composition of the Dorr Area by Census Tract, 1940 - 1970.

census tract race	1940	1950	1960	1970
census tract 25				
total	6,937	6,633	6,992	6,220
White	6,931	6,582	1,624	558
Negro	6	48	5,354	5,607
Other*	-	3	14	55
census tract 26				
total	6,804	7,555	7,546	4,422
White	6,219	4,500	659	189
Negro	577	3,050	6,884	4,206
Other	8	5	3	27
census tract 32				
total	5,193	4,546	3,715	3,639
White	5,184	4,533	3,286	983
Negro	9	11	422	2,637
Other	-	2	7	19
census tract 33				
total	6,521	6,962	6,279	4,590
White	3,066	1,908	512	129
Negro	3,454	5,045	5,764	4,445
Other	1	9	3	16
census tract 34				
total	6,557	7,367	5,797	2,802
White	3,002	2,009	676	269
Negro	3,545	5,330	5,119	2,520
Other	10	28	2	13
census tract 35				
total	4,902	4,308	3,273	3,174
White	4,902	4,276	3,165	1,737
Negro	-	32	106	1,422
Other	-	-	2	15
census tract 36				
total	6,124	5,877	5,905	5,016
White	5,284	3,700	1,925	705
Negro	840	2,173	3,963	4,282
Other	-	4	17	29
census tract 37				
total	3,957	4,679	3,672	1,596
White	996	496	216	105
Negro	295	4,182	3,456	1,483
Other	10	1	-	7
Dorr Area				
total	46,995	47,927	43,179	31,459
White	35,584	38,004	12,063	4,676
Negro	11,382	19,871	31,068	26,602
Other	29	52	48	181

Source: Census Tract Reports: Toledo, Ohio. PHC (1) - 215, 1940 - 1970.

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*The catagory of Other includes racial groups such as Indian, Chinese, Japanese, Filipino, etc.

A prominent demographic feature of the Dorr Area ~~is that~~ many of its residents are being forced to leave the neighborhood due to the demolition of housing units into o order to make way for highway construction or urban renewal. Persons leaving the area appear to be relocating in the adjacent areas of the Old West End, and the fringes of the South Side Area or Parkside Area.

The age structure of the neighborhood has shown significant changes since 1950. The 1950-60 decade was primarily a period of growth in the number of persons under 18 years of age. In the 1960-1970 decade, all population groups decreased in numbers. Proportionately the decrease was greatest among those persons 18-64 years of age and persons under 18 years of age. It is apparent that the older residents of the neighborhood are remaining in the Dorr Area and the young families with children are leaving the area.

TABLE 2. Age Structure and Percent Change in the Dorr Area by Broad Age Groups, 1950 - 1970.

census tract age group	1950	1960	1950-1960 percent change	1970	1960-1970 percent change
census tract 25					
under 18	1,806	2,808	+35.5%	2,612	- 7.0
18-64	4,116	3,666	-10.9	3,198	-12.8
65 and over	711	318	-27.1	410	+28.9
census tract 26					
under 18	1,726	2,681	+55.3	1,459	-45.6
18-64	4,989	4,337	-13.1	2,544	-41.3
65 and over	840	528	-37.1	419	-20.6
census tract 32					
under 18	1,191	1,138	- 4.5	1,419	+24.7
18-64	3,010	2,100	-30.2	1,817	-14.5
65 and over	345	477	+38.2	403	-15.5
census tract 33					
under 18	1,793	2,245	+25.2	1,607	-28.4
18-64	4,642	3,490	-24.8	2,319	-33.6
65 and over	527	544	+ 3.2	664	+22.1
census tract 34					
under 18	2,161	2,204	+ 2.0	1,065	-51.7
18-64	4,709	3,077	-34.7	1,372	-55.4
65 and over	497	516	+ 3.8	365	-29.3
census tract 35					
under 18	1,078	903	-16.2	984	+ 8.6
18-64	2,940	1,953	-33.6	1,734	-11.2
65 and over	290	417	+30.5	456	+ 9.4
census tract 36					
under 18	1,691	2,235	+32.2	1,906	-14.7
18-64	3,773	3,108	-17.6	2,534	-18.5
65 and over	413	562	+36.1	576	+ 5.9
census tract 37					
under 18	1,484	1,598	+ 7.7	575	-64.0
18-64	2,859	1,710	-40.2	731	-57.3
65 and over	336	364	+ 8.3	290	-20.3
Dorr Area					
under 18	12,930	15,812	+22.3	11,627	-26.5
18-64	31,038	23,441	-24.5	16,249	-30.7
65 and over	3,959	3,726	- 5.9	3,583	- 3.8

Source: Census Tract Reports: Toledo, Ohio. PHC (1) - 215, 1950 - 1970.

In the Dorr Area, there are 16,720 females and 14,739 males. In general, there are more males than females in the younger age gradings. By the late teens there are almost equal numbers of males and females. During the adult years, the number of males decreases significantly. This trend continues into the elderly age groups, in which females outnumber males by approximately ten to seven.

The Dorr Area has lost 2,596 housing units or 19.4% of those units existing in 1960. Census tracts 26 and 34 have shown the greatest loss - a total of 1,546 housing units. Due to a change in the format of the census, data is no longer available to designate the housing units as deteriorated or delapedated. The available information delineates those housing units with all plumbing facilities from those lacking some or all plumbing facilities. Less than 4% of all housing units are lacking some or all plumbing facilities. Approximately 8% of the housing units are classified as overcrowded. In this neighborhood, slightly less than one-half of the housing units are owner occupied; 41.8% are renter occupied. The remaining housing units are vacant. The median value of the owner occupied housing units in all tracts falls significantly below the city average of $16,200.00, as does the median rent paid for the renter occupied units, the city average being $79.00.

TABLE 3.

Status of the Housing
Units in the Dorr Area,
1970.

census tract	all housing units		owner occupied		renter occupied	
	number	%overcrowded	number	median value	number	median rent
25	1,857	10.8%	961	$10,300.	817	$69.
26	1,587	7.1	609	11,500.	912	69.
32	1,190	7.1	755	10,100.	349	66.
33	1,622	6.6	796	9,500.	701	63.
34	1,201	9.7	172	7,800.	837	64.
35	1,095	5.8	800	9,800.	250	64.
36	1,567	9.1	973	8,900.	557	65.
37	663	6.9	106	7,600.	586	49.
Dorr Area	10,782	8.1	5,172	(not available)	4,509	(not available)

Source: Census Tract Reports: Toledo, Ohio.
PHC (1) - 215, 1970.

In general, the median family income in the Dorr Area has increased enough between 1960 and 1970 to keep up with inflation. It is doubtful, however, that the median family income in the neighborhood has increased sufficiently since 1970 to offset the rapid inflation of the past year. This would mean that the purchasing power of the families has actually decreased since 1960. One in four families have incomes below the poverty level, and on the average has at least four members. Over one-half of the poverty level families have a female head and in most census tracts, less than one-half are receiving public assistance.

TABLE 4.

Median Family Income
and Poverty in the Dorr
Area, 1970.

census tract	all families		families below poverty level			
	number	median income	% of total	number	female headed	% receiving public assistance
25	1,355	$8,626.	20.2%	274	153	42.3%
26	1,065	7,701.	22.8	243	133	42.8
32	940	7,624.	14.0	132	87	43.9
33	1,077	6,506.	25.8	278	176	47.5
34	586	4,222.	45.7	268	157	52.2
35	773	8.960.	6.3	49	7	22.4
36	1,126	7,427.	22.0	248	152	41.1
37	343	3,500.	49.9	171	114	55.0
Dorr Area	7,265	(not available)	22.5	1,633	979	(not available)

Source: Census Tract Reports: Toledo, Ohio.
PHC (1) - 215, 1970.

In this neighborhood, approximately 68% of the males and 49% of the females 16 years of age and over are in the civilian labor force. These persons may either be employed or are actively seeking employment. The area as a whole has shown a significant decline in the percent of persons unemployed, although in census tract 32 there has been an increase in unemployment. Unemployment is fairly equal among males and females when considering the total area, but often varies significantly within component census tracts. Employed persons in the neighborhood tend to work in blue collar occupations.

TABLE 5.

Civilian Labor Force
and Unemployment by Sex
in the Dorr Area, 1970.

census tract	civilian labor force			percent unemployed	
	total	males	female	male	female
25	2,542	1,324	1,218	7.3%	6.6%
26	1,877	985	892	12.0	8.9
32	1,419	789	630	6.7	14.4
33	1,767	950	817	7.2	11.0
34	886	462	424	8.9	7.3
35	1,341	736	605	3.5	5.8
36	1,847	1,030	817	8.3	6.7
37	408	184	224	17.9	18.3
Dorr Area	12,087	6,460	5,627	8.0	8.9

Source: Census Tract Reports: Toledo, Ohio.
PHC (1) - 215, 1970.

Census data indicates that approximately one-fourth of the residents of the neighborhood are high school graduates. Very few of the residents are college graduates. The vast majority of the school age population is enrolled in school, although there is a decline in enrollment after age 16. Of those individuals age 16-21 years, one in four is not enrolled in school and is not a high school graduate. Census tract 37 exhibits the lowest level of educational attainment in the neighborhood - 36.5% of the non-enrollees are not high school graduates.

In 1972, 462 juveniles, mostly males, were involved in delinquent activities in the Dorr Area. Although the area as a whole has shown an increase in the number of children involved in delinquent activities between 1960-1972 census tracts 34 and 37 have shown significant decreases in the number of children involved in delinquent activities. Census tract 25 had the greatest increase in offenders and the largest number of offenders in the neighborhood during 1972.

TABLE 6. Number of Juvenile Offenders in the Dorr Area, 1972.

census tract	children 6-17 years	number of offenders	rate per 1000 children
25	1,880	106	56
26	1,002	53	53
32	983	54	55
33	1,112	64	58
34	713	53	74
35	668	26	39
36	1,385	72	52
37	404	34	84
Dorr Area	8,147	462	57

Source: Census Tract Reports: Toledo, Ohio. PHC (1) - 215, 1970.; and Family Court Records, 1972.

Appendix D

A LIST OF ORGANIZATIONS AND AGENCIES PROVIDING SERVICE TO THIS COMMUNITY

A LIST OF ORGANIZATIONS AND AGENCIES

PROVIDING SERVICE TO THIS COMMUNITY

American Personnel
Black Pride Inc.
Braden United Methodist Church
Foster Grandparents
Miami Children Center
N.A.A.C.P.
Nutrition Aides
Oakwood Day Care Center
Ohio Civil Rights Commission
Warren Sherman Neighborhood Center
Washington Conservation Office
Advocates for Basic Legal Equality
Board of Health
Bureau of Vocational Rehabilitation
Catholic Better Community Development Commission
Central Hospital Bureau of Toledo, Inc.
Children Services Board
Community Planning Council of Northwestern Ohio
Mobil Means of Toledo, Inc..
Conlon Center by the Severely Handicapped
Court Diagnostic and Treatment Center
Dental Dispensary Assn.
Dept. of H.E.W.
Division of Recreation
Drug Sanctuary
Economic Opportunity Planning Assn. of Greater Toledo
Family Court
Family Health Planning Council of Northwest Ohio
Family Services of Greater Toledo
Frederick Douglas Community Assn.
Greater Toledo Community Chest
Health Planning Assn. of Northwest Ohio
Linques Neighborhood Center and Teentown
Lucas County Cooperative Extension Service
Lucas County Mental Health & Metnal Retardation Bd.
Lucas County Welfare Dept.
Lutheran Social Services of Northwest Ohio
Mental Hygiene Clinic
Mercy Hospital
Neighborhood Improvement Foundation of Toledo, Inc.
Ohio Bureau of Employment Services
Ohio Youth Commission
Planned Parenthood League of Toledo
Program for Mentally Retarded
Toledo Day Nursery
Toledo Florence Crittenton Services
Toledo Halfway House, Inc.

Toledo Health & Retiree Center, Inc.
Toledo Legal Aid & Defender Society
Toledo--Lucas County Criminal Justice Regional Planning Unit
Toledo--Lucas County Public Library
Toledo Mental Health Center
Toledo Methadone Clinic
Toledo Metropolitan Area Council of Governments
Toledo Metropolitan Housing Authority
Toledo Model Cities Agency
    Education Coordinating & Planning Center
    High School Resource & Learning Center
    Early Childhood Education Program
    Intensive Tuberculosis Follow-Up
    Remedial & Special Dental Care
    Cordelia Martin Interim Health Center
    Community Health Project
    Expanded Family Planning Clinics
    Kitchen for the Poor
    Senior Citizens Center
    Homemaker/Family Services
    Warren/Sherman Day Care Center
    Information, Referral & Planning
    Children's Services--Foster Care
    Parks & Recreation Development
    Park Maintenance
    Youth Service Bureau
    In Lieu Center
    Employment Upgrading
    Toledo Council for Business
    A.B.L.E.
    H.O.P.E., Inc.
    Expanded Neighborhood Transportation
    Model Neighborhood Residents Assn.
Toledo Municipal Court Probation & Corrections Services
Toledo Police Dept.--Crime Prevention Bureau
Toledo Public Schools
Toledo Society for the Blind
Toledo Society for Crippled Children
United Central Services
United Health Services, Inc.
People's Tribunal
Volunteers of America
Zucker Center
Concerned Citizens for Mental Health
New Bethel Nutrition Center/Senior Center
Urban Affairs Center/Warren A.M.E. Church
Citizens Aiding Public Offenders
Warren AME Urban Affairs Center
Martin Luther King Kitchen for the Poor
Christian Brothers, Development Corporation

Appendix E

STAFF SUGGESTIONS FOR CHANGES TO BE MADE IN THE MOTT BRANCH FACILITY

SUGGESTIONS FOR CHILDRENS SIDE

BY STAFF

Carpeted story hour room

Game room

Larger auditorium

Attractive furniture

Colorful and casual room

Area to listen to records and tapes

Low shelving especially for the younger children

Big pillows to stretch out on

Larger book and record collection

Enough stack area

Enough work area

Special area for tutoring

Expanded paperback collection

More display area

More shelving

SUGGESTED CHANGES IN THE EXISTING BUILDING

BY STAFF

Completely renovated inside and outside

Air conditioning

New Heating system

New furniture (desks, tables, etc.)

New shelving that is neither too high or too low. Must be big enough to accommodate oversize books.

Carpeting or appropriate floor covering

Ceiling to be lowered upstairs

Outside of structure should blend with addition as closely as possible

New kitchen and refurbished staff lounge

New rest room fixtures

Improve upstairs lighting

Kitchen in large restroom downstairs

Plenty of display space--bulletin boards, bookcases, etc.

Proper work space

Office to be less accessible to general public, e.g., public should be able to get to rest-rooms without going through office

Lots of electrical outlets

Proper acoustics

New wiring

New roof

SUGGESTIONS FOR NEW BUILDING ADULT SIDE

BY STAFF

African motif on at least part of the building (sculpture, paintings)

Carpeting

Attention to acoustics

Minimum of 6 enclosed carrels equipped with A/V capabilities for private study

One music room for young adults where they could play music, talk, etc.

Multipurpose room that could be used for a variety of purposes including arts and crafts, ceramics, meetings, etc.

Public lounge where you could smoke, drink pop, etc.

Emphasis on "informal" and "casual" atmosphere

Furnishings must be attractive and durable

Area where a lot of magazines could be displayed and read

Office or work area and small stack area

Versatility in shelving arrangement

Expanded record collection and equipment--tape, cassettes, etc.

Rename the entire building

Expanded book collection

Good lighting is essential

Provide a spot for a neighborhood information center in the event that we can develop such a service

One room equipped for typing, i.e., with several typing tables, chairs, etc. built for silence

Appendix F.

MOTT BRANCH PERIODICAL SUBSCRIPTION LIST FOR 1973

MOTT BRANCH PERIODICAL SUBSCRIPTION LIST FOR 1973

Africa Report
America
American Education
Atlantic
Better Homes and Gardens
Black Belt
Black Books Bulletin
Black Enterprise
Black Politician
Black Scholar
Black Sports (2 copies)
Black Stars (2 copies)
Black World
Boys Life
Brides
Bronze Raven
Business Week
Car Model
Changing Times
Clearing House
Congressional Digest
Consumer Bulletin
Craft Horizions
Consumer Reports
Journal of Black Poetry
Crisis
Current Biography
Design
Downbeat
Ebony
Essence
Exceptional Child
Freedomways
Golden Magazine
Golden Legacy Magazine
Good Housekeeping
Grade Teacher
Harper's
Harvard Journal of Negro Affairs
Highlights
Horn Book
Hot Rod (2 copies)
House & Garden
Humpty Dumpty's Magazine
Index to Articles by and About Negroes
Integrated Education
Instructor
Jack & Jill
Popular Science
Psychology Today

Journal of Negro Education

Journal of Negro History

Kids Magazine

Ladies Home Journal

Life

McCall's

McCall's Needlework

Mad Magazine

Model Car and Track

Motor Trend

National Review

National Geographic

Natural History

Negro History Bulletin

New York Amsterdam News

Newsweek

Ohio Cues

Pack O Fun

Parents

Phylon

Plays

Popular Electronics

Popular Mechanics

Popular Photography

Ramparts

Ranger Rick's Magazine

Readers Digest

Redbook

The Ring (2 copies)

Saturday Review

School Arts

Science Digest

Science News

Scientific American

Seventeen

Soul Illustrated (2 copies)

Sport

Sports Illustrated (2 copies)

Time

Todays Education

Todays Health

Toledo City Journal

Trans Action

U.S. News and World Report

Vogue

PROBLEMS: As of May 10, 1972 we have not received the following magazines which were ordered for our 1973 list:

Black Politican

Harvard Journal of Negro Affairs

Index to Periodical Articles by and About Negroes

National Review

Sport

Transaction (now called Society)

Appendix G

LETTER EXPRESSING NEED FOR A LIBRARY ADVISORY COMMITTEE AND INVITING POTENTIAL MEMBERS FROM MR. LEWIS C. NAYLOR, DIRECTOR OF TOLEDO-LUCAS COUNTY PUBLIC LIBRARY

mailed to those starred on attached list.

c Henry Doder ✓
Ray Gallo

TOLEDO-LUCAS COUNTY PUBLIC LIBRARY
325 MICHIGAN ST. TOLEDO, OHIO 43624 (419) [illegible]

LEWIS C. NAYLOR
Director

January 5, 1973

As a citizen interested in the area served by the Mott Branch of the Toledo-Lucas County Library, you are undoubtedly aware of the urgent need for improved library facilities for the community. The Library Board is committed to the replacement of the existing branch with a larger, contemporary building which will reflect the needs and desires of the people it serves. Although our search for capital funds has not been successful so far, we shall continue to explore all possibilities.

At this point, the Library needs the advice and counsel of residents of the service community. We are forming a Library Advisory Committee to help us obtain and organize such information into a meaningful program. The Committee could perform a valuable service in helping to determine the nature and extent of library activity, in planning the building, in supporting our effort to secure capital funds, and in the promotion of library use. The Committee should elect its own officers and set the time and place of its meetings. By formulating and expressing its own opinions, the Committee can shape the future of the Mott Library for the benefit of the people it serves.

You are cordially invited to become a member of the Library Advisory Committee. Whatever amount of time you can devote to this effort will be deeply appreciated by the Library and the citizens of the community.

Please write or telephone your acceptance by January 15, 1973. We sincerely hope you will say "Yes".

Respectfully yours,

Lewis C. Naylor
Director

LCN:vh

Appendix H

THE LIST OF "POSSIBLE MEMBERS FOR CITIZENS ADVISORY COUNCIL FOR MOTT LIBRARY

POSSIBLE MEMBERS FOR CITIZENS ADVISORY COUNCIL FOR MOTT LIBRARY

* Samantha Adams, D.C. (NAACP)
1019 Lincoln
Toledo, Ohio 43607

Congressman Ludlow Ashley
House Office Bldg.
Washington, D.C. 20515

Mrs. Annabelle Atkins
1050 Woodland
Toledo, Ohio 43607

Mrs. Emerson Ballard
1125 Searles
Toledo, Ohio 43607

Walter Berman [illegible]
* 1220 Belmont
Toledo, Ohio 43607

Mr. Nelson Boden (Southwest Opportunity Center)
44 Belmont & Junction
Toledo, Ohio 43607

Mrs. Louise Booker [illegible]
1059 Woodland
Toledo, Ohio 43607

Mrs. Fred R. Brooks
1115 Searles
Toledo, Ohio 43607

Mr. Caldwell (OEO)
415 St. John

Mrs. Donald Calloway
1026 Pinewood
Toledo, Ohio 43607

Mr. John H. Chadwell (OI)
2006 Oakwood

*Mr. Russ Charles (Director: Soul Creative Arts Workshop) 244-3272
1105 [illegible] St. (7)

Mrs. Georgette Clay
817 Bronson
Toledo, Ohio 43608
housewife

Walter Cole
1026 Woodland
Toledo, Ohio 43607

Mrs. Edward Coleman
[illegible] Academy
Toledo, Ohio 43606
housewife + student

Nancy Cooke
1074 Norwood
Toledo, Ohio 43607

Mr. William Copeland (Local 500: Business Manager) 241-1618
[illegible] 10th [illegible]

*Cathy Covington
929 Norwood
Tolêdo, Ohio 43607

*Pete Culp (Model Cities Program)
2313 Madison Ave.
Toledo, Ohio 43624

Mr. Clarence Daniels (Assn. Director: Project Seed) 246-7891
Central Y.M.C.A.
Toledo, Ohio

Mr. Frank Dick, (Supt., Toledo Public Schools)
Manhattan Blvd. & Elm
Toledo, Ohio 43608

Mrs. Alice Dickerson
Braden Methodist Church
W.Woodruff & Lawrence
Toledo, Ohio 43606

Mrs. Cleo Dixon [illegible]
1050 W. Woodruff
Toledo, Ohio 43606

Mrs. Odessa Dodd [illegible]
1412 Prospect
Toledo, Ohio 43606

Arthur Edgerton (University of Toledo)
2801 W. Bancroft
Toledo, Ohio 43606

Mrs. John Ellis
1[illegible]32 Norwood
Toledo, Ohio 43607

Mrs. Sherry Fitzgerald [illegible] C Center
323 Islington
Toledo, Ohio 43610

Mrs. Norman Foster
1163 W. Woodruff
Toledo, Ohio 43606

Mr. Harold Farmer (Toledo City Councilman)

Mr. Curtis Gibson (Director: Soul City) 255-1500
form H.

LaMaxie Glover [illegible] - Scott H.S.

1141

Mrs. Elizabeth Graham
655 Palmwood
Toledo, Ohio 43602

~~Mr. Ronald Grand~~ (Teacher: Robinson Jr. High School) 241-1618

Ronald L. Grant
1433 Indiana
Toledo, Ohio 43607

Oscar Griffith [illegible]
301 Pinewood (2)

Mrs. Bernice Guy [illegible]
1216 Elysian
Toledo, Ohio 43607

Miss Florabelle Hague [illegible]
1273 Tecumseh
Toledo, Ohio 43607

West
Mrs. Grace Hall [illegible]
1081 Woodruff
Toledo, Ohio 43606

Mrs. Vivian S. Hampton [illegible]
3431 Buckeye
Toledo, Ohio 43608

Mrs. Olivia Halley
655½ Palmwood
Toledo, Ohio 43602

Willie Hancock [illegible]
653 [illegible]

Bill Harris (Radio Station WKLR, WSPD-TV)

Mr. William Herr (Director: Toledo-Lucas County Plan Commission
445 Huron Bldg. 5th floor
Toledo, Ohio 43604
advisory

Mr. Charles Hogan [illegible]
1317 Dorr
Toledo, Ohio 43607

Mrs. Leo Houston
2115 Collingwood - Apt. 309
Toledo, Ohio 43620

Mr. Eric Hymes (Community Social Worker: Project Seed) 246-7891
[illegible] Y.M.C.A.
[illegible]

Mrs. Mary K. Jackson
1068 W. Woodruff
Toledo, Ohio 43606

Mr. & Mrs. Millard Jackson Teachers (Mrs. at Robinson School)
904 Secor
Toledo, Ohio 43607

Mrs. George Johnson Housewife
609 Lincoln
Toledo, Ohio 43624

Hon. Casey Jones, State Representative — advisory
Ohio House Of Representatives
Columbus, Ohio 43215

Rev. Leonard Klippen (Head: Toledo area council churches?)
2425 Scottwood
Toledo, Ohio 43620

Mrs. Jessie Kyle
826 Fernwood
Toledo, Ohio 43607

Arthur Lanier (Urban Renewal Agency)
1250 Edison Bldg.
420 Madison
Toledo, Ohio 43604

wife Mrs [illegible]
672 Woodland [illegible]

Mrs. Betty Leslie (Youth Coordinator: Braden United Methodist Church)
241-7257

Rev. Lyman L. Liggins (Warren Urban Affairs Center) 243-2237
1130 [illegible] (6)

Mrs. Elizabeth McGowan ([illegible] - H.D.!)
940 Woodland Ave.
Toledo, Ohio 43607

[illegible]

Nancy Martin
1101 Lincoln
Toledo, Ohio 43607

[illegible]

Mrs. Grace Moore (Sanit city worker)
1505 Lincoln
Toledo, Ohio 43607

Grace, Nelson (Bd. of Community Relations)

[illegible]

[illegible] F [illegible]

Dan Nousom (~~[illegible]~~ [illegible] [illegible] from TU Comm. Tech College)
[illegible] Parkway (7)

Mrs. Jean Overton (Model Neighborhood Residents Ass'n)
2826 Monroe St.
Toledo, Ohio 43606

Mrs. Mildred Pack
1804 Joffre
Toledo, Ohio 43607

teacher [illegible] - [illegible]

Mrs. Charles Page
802 Brookley
Toledo, Ohio 43607

Teacher - [illegible]

Mrs. Fred Page
818 Secor
Toledo, Ohio 43607

teacher - Lincoln

Sister Nancy Palmer
759 Boalt
Toledo, Ohio 43609

teacher - [illegible]

Leo Perry
2115 Terrace View West
Toledo, Ohio 43607

Vice principal - [illegible]

Mrs. Minnie Lou Pickett
973 Woodland
Toledo, Ohio 43607

teacher - Garfield

Mrs. Marie Ransey
1540 Nebraska
Toledo, Ohio 43607

housewife

Rev. Early Reid
1122 Pinewood
Toledo, Ohio 43607

Flute Rice (Principal, Scott High School)
[illegible] Collingwood Blvd.

Arthur L. Roach
630 Searles
Toledo, Ohio 43607 principal [illegible]

Mr. Frederick Robinson
1048 Fernwood
Toledo, Ohio 43607

Odessa Rowan (Mrs. Charles E.)
2207 Sand[illegible]wood (20)

Mrs. Joan Sanders
1609 Norwood
Toledo, Ohio 43607

Milton Sawyer – [illegible] (Bd of Ed.)

Robert Sciplin (Harambee Inc.)
1105 Hoag St.
Toledo, Ohio 43607

Ed Sherman
principal [illegible]
[illegible] St. (7)

J.B. Simmons, Jr. (Roosevelt Area Council (Area Renewal Agency)
933 Dorr St. 1105 Hoag
Toledo, Ohio 43607 → Harambee [illegible] (7)

Mrs. Leola Smith
1460 Norwood
Toledo, Ohio 43607 [illegible]

Horace Smith (Community Outreach)

Alvin Stephens
603 Weirwood
Toledo, Ohio 43607

[illegible]

Mrs. Arthur Stewart
2035 Parkdale
Toledo, Ohio 43607

Dr. David Sweet (Office of Economic & Community Development)
State Office Bldg.
Columbus 43215

Mr. James Taylor
1044 Pinewood Ave.
Toledo, Ohio 43607

Mrs. Mattie Taylor
1824 Lawrence
Toledo, Ohio 43606

Teacher - M. L. King School

Mrs. David Terrell
1518 Norwood
Toledo, Ohio 43607

[illegible] Marlen [illegible]

Mrs. Lancelot Thompson
2507 Cheltenham
Toledo, Ohio 43606

[illegible] - [illegible]

Mrs. Theodore Turner
838 Pinewood
Toledo, Ohio 43607

Mrs. Clarence Walker
1830 Richmond
Toledo, Ohio 43607

X

[illegible]

Mrs. Raymond Wolford Jr.
2102 Calumet
Toledo, Ohio 43607

GROUPS OR ORGANIZATIONS TO GET REPRSENTATIVES FROM

Afro American Heritage Club ✓

Ass'n Negro Life & History ✓

Black Business ✓

Black Panthers

Bronze Raven Newspaper

Churches

P.T.A.'s

Roosevelt Area Council ✓

Skills Training Center

Union Rep.

Washington Area Council

Appendix I

COPY OF QUESTIONNAIRE ADMINISTERED BY THE MOTT CITIZENS ADVISORY COMMITTEE

DO YOU KNOW . . .

Where the Library is?

What happens there? Mark with an X.

a. Books Study

b. Tutoring Preschool Programs
Remedial Reading

c. Self Help Easy to Read
Programmed materials

d. Information about neighborhood
about city agencies

e. Place to meet Clubs

f. Music Dance Theatre
Art Photography

g. People who encourage interest
in learning
Advise parents about
children's reading
Programs about growing up

h. OTHER THINGS--write down if you like

What should happen in the library?

Using the above list, mark what you think should
happen with a check ✓.

DO YOU GO to the Library?

Which one?
Main

Mott

Another branch

How often?
Last week
Last month
Six months ago
Never
Don't know

What do you do in your spare time?

Read
Talk to friends
Watch TV
Listen to music - what kinds?

Go places with friends, family
Sew
Craft work

Sports - what kinds?

Art
Home decoration-improveme
ANYTHING ELSE

Do you like to read?
YES
NO

What do you like, magazines or books?

Magazines
Books
Both

Neither
Don't know

People have different thoughts about the library. Here are some.
Will you check ✓ how you honestly feel?

	YES	NO	DON'T KNOW
Library is dull; nothing happens			
It is for study only			
It's for people in school, especially kids			
The library has pleasant or interesting happenings			
At the library you can find out what to do or where to go if you have a problem			
The people who work in the library like and understand books better than they like and understand people			
Library is only for good readers			
Library is not for people who do not like to read			
I do not have time for the library because I work			
The Library isn't open on Sunday when I could use it			
The Library is too far			
I cannot come after dark			
There is diffuculty parking nearby			
My children cannot come after dark			
ANYTHING ELSE - please list			

The library has some of these, or could have. Check ✓ those that really interest you.

Books
Magazines
Newspapers
Movies
Records
Tapes
Art showings

Copying machine
Children's programs
Adult education, reading program
Free entertainment:
movies music
dances

Black Studies discussions
Information on job training and other community services
ADD ANYTHING ELSE-- if you like

If you like to read . . .

Which magazines do you read?

What kind of books?

- Black history, culture
- Humor
- Love stories
- Adventure stories
- True adventure
- Science fiction
- School studies
- Bible
- OTHER - please list

Did you do any reading last week? YES NO

If YES

What did you read?

- Books
- Magazines
- Newspapers
- Other

Would you and your family like to find out more about:

Please check ✓ or number 1-2-3 in order of importance

- Job information; getting ready for job tests
- Medical care; peace of mind
- Legal help
- Birth control
- Child care
- Home improvement; house repairs
- Black culture
- Money matters
- Racial discrimination
- Pollution
- How to fight city hall; organizing neighborhoods
- ANYTHING ELSE - please list

Do you think the library could help with any of the above? Please mark X beside the topic, if you think the library could help.

Once more, do you think the library does any of the above - or should - or could?

Would it be stepping on anyone's toes?

Is this your idea of a library?

Suppose there were not a library - would you miss it?

Appendix J

THE PURPOSE AND BY-LAWS OF THE MOTT CTIIZENS ADVISORY COMMITTEE

Mott Citizens Advisory Committee

Purpose

The Mott Citizens Advisory Committee has been formed to determine the type of program activity this branch library could offer which would meet the needs of this community. Ultimately, this group will give guidance in the development of the proposed new Mott Library building. The group will assist the Mott staff in scheduling the programs in the present building, in terms of materials, activities for children, young adults and adults, and will perform a similar function in the event that a new building is realized.

By-Laws

Article I

Membership

Membership will be granted to all persons interested in the development of the Mott Branch Library.

Article II

Detailed Duties of Officers and Method of Election

Section 1. The officers of this organization shall consist of a Chairman, one Co-Chairman, one Secretary and one assistant Secretary.

Section 2. It shall be the duty of the Chairman to preside at all meetings of this organization and perform all the duties usually pertaining to this office.

Section 3. In the absence or disability of the Chairman, the Co-Chairman shall perform all the duties of the Chairman.

Section 4. The Secretary shall keep the minutes of all meetings and record the same. He/she shall give notice of meetings, notify officers of election, report all new members to other officers and perform such other duties as this office may require.

Section 5. In the absence or disability of the Secretary, the assistant Secretary shall perform all the duties of the Secretary.

Section 6. The Chairman, Co-Chairmen, Secretary and assistant Secretary will be elected by secret ballot at the regular meeting in December and shall assume office at the regular meeting in January, for a term of one (1) year.

Section 7. No member shall hold the same office more than twice in succession and filling an unexpired term does not constitute a term of office.

Section 8. - a)

In any event where it becomes necessary for the Chairman to relinquish the duties of his office, the Co-Chairman shall automatically become Chairman. A new Co-Chairman will be elected at a meeting announced by the Chairman within two (2) weeks after he assumes office.

b)

Should an elected officer other than the Chairman resign during his year of office, the Chairman shall appoint some member of the organization to assume the office temporarily and arrange to notify all members that a special election will be held at the next regular meeting, when the vacancy can be filled.

Article III

Standing Committees

The Chairman shall have the authority to appoint all necessary Committee Chairmen.

Article IV

Regualar and Special Meetings

Section 1. The regular meeting shall take place on the first Thursday of every month, at 7:30 P.M.

Section 2. The Chairman shall have the authority to call special meetings as needed.

Article V

Quorum

Five (5) members, not including the officers of the organization, shall constitute a quorum.

Article VI

Parlimentary Authority

"Parlimentary Procedure" by General Henry M. Robert shall be the parlimentary authority on all matters not covered by the By-Laws of this organization.

Article VII

Amendment

These By-Laws may be amended at any regular meeting of the organization by a two-thirds (2/3) vote, a quorum being present, provided, however, that such an amendment has been presented to the membership at least one (1) week prior to the vote, for their consideration.

Appendix K

COPY OF ARTICLE FROM THE BLADE (APRIL 22, 1973) ENTITLED "SUDDEN CUTBACK IN LIBRARY FUNDS SEEN PERILING MANY LOCAL PROJECTS"

THE BLADE: TOLEDO, OHIO, SUNDAY, APRIL 22, 1973

Sudden Cutback In Library Funds Seen Periling Many Local Projects

Various Services For Disadvantaged Among Endangered

By JIM SMITH
Blade Staff Writer

Toledo-Lucas County Public Library services are in danger of severe cutbacks because of the federal budget-trimming efforts, according to Lewis C. Naylor, library director.

Mr. Naylor said that President Nixon's plans to stop funding the Library Construction and Services Act (LCSA) June 30 will jeopardize still-developing programs for the needy "which are just beginning to get off the ground."

Also threatened are the eight-county Western Erie Library District, a cooperative resource program among 21 northwest Ohio libraries, and any immediate plans for construction and renovation within the local system, director said.

The 16-year-old LCSA authorizes funding for library programs for the disadvantaged, cooperative efforts among libraries, an matching funds for library construction.

The situation is not peculiar to Lucas County, Mr. Naylor said. All of the nation's 7,700 libraries are affected in some way.

"The cuts just came at us out of the blue, Mr. Naylor said. "It happened so fast that we had no time to budget for the programs with local monies."

Bookmobiles A Casualty

Among the local casualties will be planned bookmobile programs for handicapped and shut-in persons in Lucas County, the director said. The library had been developing a traveling unit to distribute library materials to such individuals in their homes.

To be included in the program were "talking books" for the blind, and ceiling projectors for bedridden persons who are unable to hold books and turn pages.

"Unless we can find some other source of funding, we won't be able to follow through on this," Mr. Naylor said. "We had been developing the program, and were in the process of preparing a cost estimate to apply for the funds when word came through that there would be none."

Expansion Doubtful

The program was to have been similar to a bookmobile program for nursing homes which already is in operation. Although Mr. Naylor had no estimate on the cost of the shut-in bookmobile, he said the nursing-home unit costs about $30,000 a year to operate.

That program, begun last September, had been expanded to include stops at 53 nursing homes in the county, Mr. Naylor said, but any future expansion is doubtful because of the dim funding prospects.

"We had developed the nursing-home bookmobile at our own cost," he said, "but we were counting heavily on federal funds to enlarge it."

Mr. Naylor said he is particularly bitter because the programs were developed with urging and encouragement from the Federal Government, and now apparently will have to be cut or abandoned.

Must Tighten Purse Strings

The Western Erie Library District (WELD) also will feel the tightened purse strings, Mr. Naylor said.

The district serves eight northwest Ohio counties, by making resources and materials of all the 21 member libraries available to each of the members. It is one of 11 such districts in operation in Ohio, and currently received $29,000 a year in LCSA money.

All the districts were developed with blessings and financing from the LCSA, Mr. Naylor said, primarily to make a broader range of resources available to smaller libraries.

Any future expansion of these districts, or development of new ones, is unlikely unless funding is restored, Mr. Naylor said.

Mott Replacement Delayed

Construction of a new library to replace the Mott building, at 1085 Dorr St., probably will have to be postponed indefinitely, he added.

About 45 per cent of the $400,000 cost was to have been financed through the LCSA, Mr. Naylor said, with the rest hopefully coming from local revenue-sharing funds.

The library had requested $400,000 from the city, and the mayor's revenue sharing priorities committee had recommended providing $200,000, which would have almost paid the library's share, he said.

Renovation of existing buildings and a planned relocation of five or six branches because of the county's shifting population also will have to be shelved.

Quick Halt Disrupts Plans

"In 1970, Congress extended the LCSA through 1976," he said. "The Administration could have told us the grants were to be phased out over the next three years, and we would have been able to adjust. But they just stopped the whole thing right now."

Mr. Naylor conceded that he had expected reductions in LCSA funding, although nothing quite so drastic as a complete cut-off. He said the handwriting was on the wall.

The President has proposed allocating $1.3 million in LCSA funds to Ohio during fiscal 1973, he noted, compared with $2.4 million in 1972. The 1973 figure included no money for construction, and the amount allocated for services was cut nearly in half. Interlibrary-cooperation funds remained the same.

Appropriations Vetoed

The President, he said, vetoed a congressional appropriation which included $3.8 million for Ohio (and increased funding in each of the three areas). LCSA has been funded through continuing resolutions since.

Mr. Naylor said the Administration has suggested that state and local governments pick up the burden of the program, at least partially through revenue-sharing money.

He is waiting to hear from the city on its allocation to the library, but added that the outlook for help from Columbus is not very bright.

"The governor has said the funding cut caught them by surprise too, and that no increased money is available," Mr. Naylor said. "I noticed last week, though, that he found an extra $118 million to help out higher education. We sure could use a little bit of that."

Appendix L

A COPY OF "GOALS AND OBJECTIVES OF THE MOTT CITIZENS ADVISORY COMMITTEE"

MEMO TO: Branch Librarians

FROM: Group Services

SUBJECT: Mott Citizens Advisory Committee (MCAC)

The goals and objectives of MCAC were compiled by Ms. Honore Moton from the minutes of the meetings of that organization. The priority level of each statement was established by the members at the April 26, 1973 meeting.

This statement of goals and objectives is forwarded to you so that you will be informed about this interesting and dynamic organization created to help Mott Branch improve its position in the community.

GOALS AND OBJECTIVES OF THE MOTT CITIZENS ADVISORY COMMITTEE

1. To develop ways to reach the non-library user and to involve all citizens in determining library service.
2. To establish contact and communication with the area residents.
3. To seek, determine and interpret the informational needs of the community.
4. To communicate these informational needs to the Mott Branch Library staff and to the Toledo-Lucas County Public Library administration.
5. To interpret to the community the integral role the Library can have in each individual's life.
6. To assist the Library staff in developing, planning and implementing viable library services and programs for all citizens of every age in the community.
7. To plan and develop plans for a new facility, incorporating into this plan, the community's EXPRESSED desires.
8. To assist the Library's administration in the effort to procure needed funds to build a new facility from governmental and private funding sources.
9. To work continually to increase the membership of the Committee.

Appendix M

MOTT CITIZENS ADVISORY COMMITTEE BY-LAWS, AMENDMENT I, ARTICLE III-- STANDING COMMITTEES

MOTT CITIZENS ADVISORY COMMITTEE

BY-LAWS

AMENDMENT I

Article III - Standing Committees

Section 1 The standing committees of this organization shall be:

- A. Agenda Committee
- B. Program Development Committee
- C. Public Relations Committee
- D. Canvas Committee

Section 2 Duties of the standing committees:

A. The Agenda Committee shall consist of the chairman, co-chairman, secretary and assistant secretary of the Mott Citizens Advisory Committee; also, not less than two (2) members that are not holding office.

1. The Agenda Committee shall prepare and publish an agenda for each meeting, one (1) week prior to the next meeting.

2. Copies of the agenda shall be available to the general membership at each regular meeting.

3. Procedures for requesting items to be placed on an agenda:

    a. Various committee chairmen will call the agenda committee chairman to request a place on the next agenda.

    b. If the agenda committee would like a report from another standing committee, the agenda committee chairman must notify the standing committee chairman at least one (1) week prior to the meeting.

c. Members requesting a matter to be placed on the agenda should first contact the proper standing committee and discuss the matter with the total committee. Then, that committee will decide if the matter should be placed on the agenda; if it is to be placed on the agenda, the above-stated procedure will be followed.

B. The Program Development Committee shall:

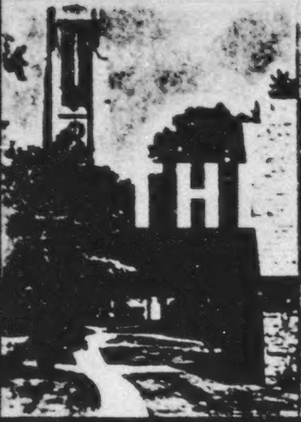
1. Entertain, explore and develop ideas consistent with the goals and objectives of MCAC.
2. Work closely with the staff of Mott Branch Library.
3. Give monthly reports of the committee's progress.
4. Assess the needs of the community along with the Canvas Committee.
5. Initiate programs to meet the needs of the community.
6. Consist of nine (9) members of which at least one-third (1/3) shall be from the staff of the Mott Branch Library.

C. The Public Relations Committee shall be responsible for informing the general public of the goals, objectives and progress of MCAC. This committee shall also publicize all programs and meetings of MCAC.

D. The Canvas Committee shall work in conjunction with the Program Development Committee, and as such, be responsible for all activities related in the area of polling, program sampling, community surveys and any and all areas relating to informational needs. In addition to the above-stated duties, the Canvas Committee will evaluate the needs of the community and relay their findings to the Program Development Committee.

Appendix N

BROCHURE FOR THE LIBRARY AND INFORMATION SERVICES PROGRAM, THE UNIVERSITY OF TOLEDO



College of Arts and Sciences

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Department of Library and Information Services

COMMUNITY INFORMATION SPECIALIST

Announcing . . .
A Master's Degree program aimed at providing skilled professionals to meet the information needs of communities.

We use whatever content from other disciplines is appropriate in preparing for this newly recognized and sorely needed role in society. There is both volunteer part-time experience and paid full-time experience with community organizations in the second and third quarters.

In addition to the basic and needed skills of information selection, acquisition, organization and dissemination, we try to develop:

1. An understanding of and sensitivity to the informational and related needs of people in communities of various kinds.
2. An understanding of the functions and informational needs of the social, business and governmental agencies serving communities.
3. An insight into the potential of the public library as a social institution and as a distinctive facet of the city's communication network.
4. An understanding of the city: its organization both at the official, bureaucratic level and at the less overt, but equally powerful, grass roots community level.
5. Some feeling for the quality of life among community residents, with an understanding of the various ethnic and cultural groups, the social agencies, public and private, which operate in and for the city.

New students are admitted in the Fall, Winter and Spring quarters, and full-time students should expect to spend a calendar year completing the program. Part-time students are expected to complete the program in two calendar years and must spend one quarter as a full-time student information specialist in the field, during which a special graduate assistantship pays tuition and stipend. A few regular graduate assistantships providing tuition and $750 per quarter stipend are available. Do not hesitate to inquire if you have unusual circumstances. We seek students with an interest in helping people through information service.

Faculty members are:
Terence Crowley, Ph.D., Rutgers University
Andrea Lobert Friedland, B.S. The University of Toledo
Miles W. Martin, Ph.D., Case Western Reserve University
Ray McBeth, M.A., The University of Detroit
Sharon Stein, M.A.L.S., The University of Toledo
Angelo Wallace, MA, The University of Toledo;
  MALS, The University of Michigan
Douglas Zweizig, Ph.D., Syracuse University

Other University faculty and community leaders participate in the program.

For further information, Contact Miles:
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